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ABSTRACT

The first issue of this new quarterly magazine presents, as its central feature, an interview with Eli Ginzberg on career guidance, coupled with a section of reactions to this interview. Other sections elaborate on the "career guidance" theme, and present adoptable practices as well as an instrument for rating a career guidance program. Included in the issue are also comments on the White House Conferences (by some who attended) and implications for counselors, how counselors view their image, and a number of departments which attempt to bring a variety of information to the counselor in terms which are both readable and practical. (CJ)

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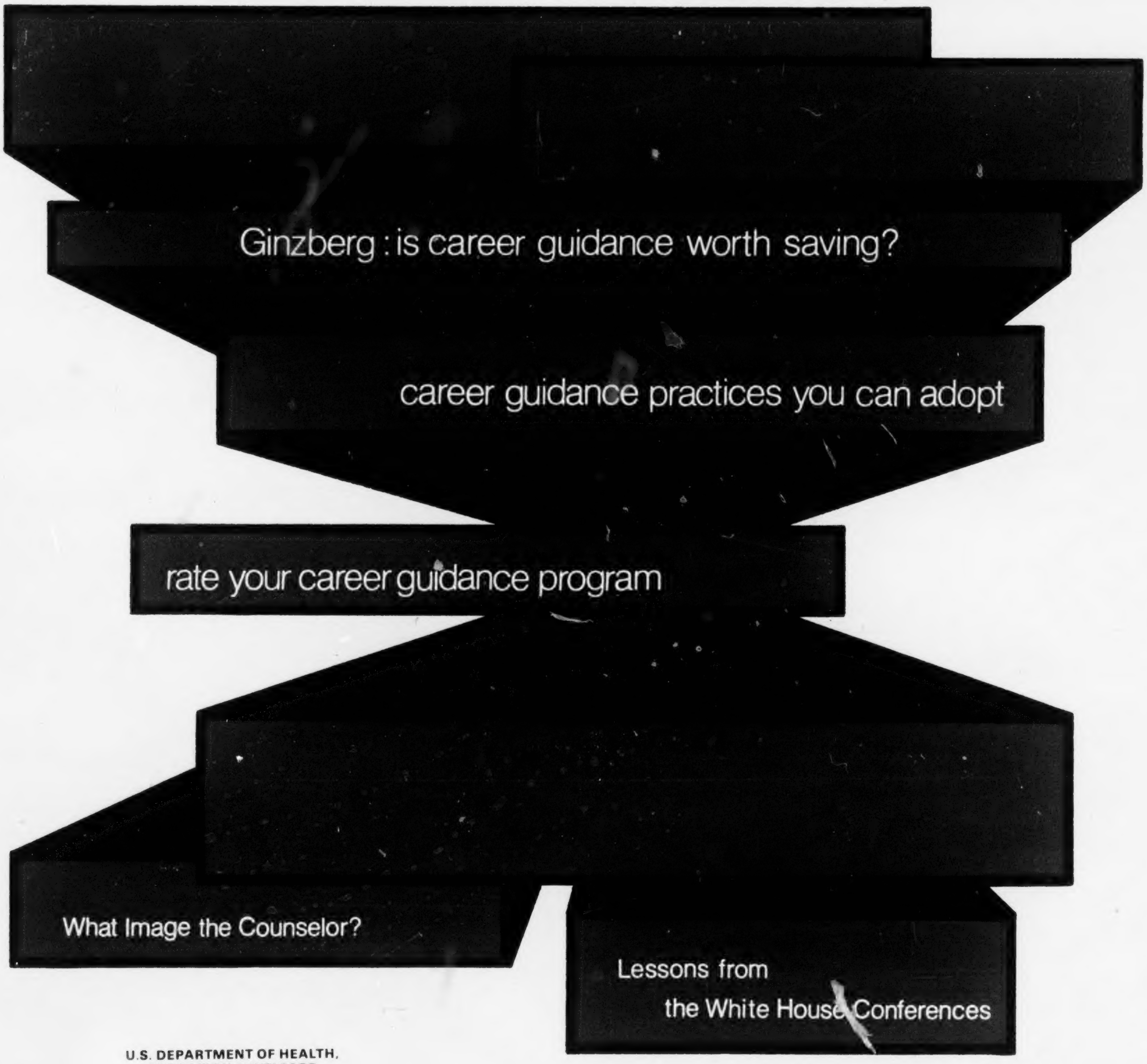
impact

FALL 1971

The Magazine for Innovation
and Change in Counseling



Ginzberg : is career guidance worth saving?

career guidance practices you can adopt

rate your career guidance program

What Image the Counselor?

Lessons from
the White House Conferences

CG 400 046

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Introducing Impact

Impact is the result of an aroused counseling community. It evolved because: counselors are concerned about the kind of school students are receiving and are searching for ways to enhance the relevancy and utility of schooling; counselors find most research articles abstract and irrelevant and desire to put research into practical, action terms; counselors want to learn more than they currently know about successful innovations and exemplary programs so they can experiment with them in their own programs; and counselors are concerned about the distorted public image of counselors and are anxious to develop ways to communicate their role more effectively. Impact, in short, came about because counselors around the country were saying: We could improve guidance services if only we could manage to bring together the best of our ideas and experiences and from them develop new and impactful responses to student needs.

Impact is designed to integrate—to bring together the ideas, experiences, and research findings which can make a difference in counselor behavior and, in turn, counselor impact on students and the community. Using all emerging knowledge tools—national information systems, research and development centers, assessment and evaluation programs, and counselor surveying and feedback devices—we believe that we can increase the resources and procedures available to counselors to help them cope with the mounting range of problems that confront them daily. Impact is not likely to solve any problems for counselors, but it will provide considerable aid for counselors in developing their own solutions.

Impact aspires to be involved. By that we are saying that we don't want to go it alone. Counselor impact can be improved by strengthening our national, state, and local professional associations, by increasing the awareness of quality counseling publications; and by keeping counselors informed of what others are doing and what they, themselves, can do. Hopefully, Impact will have merit in and of itself. But if it is to live up to its name, it requires that we all observe excellence wherever it exists and lead to a renaissance in guidance and counseling through the sharing of our own expertise.

One thing more. Impact is for people who believe that the individual can make a difference, that one counselor through his insight and behavior can make ripples that affect people throughout the environment. The counselor who is determined to make a difference is the counselor with whom we wish to communicate, for we feel that a few such counselors around the country can really make a significant difference.

Now we realize that this is a highly ambitious goal for a new publication. But then we have an advantage over many other publications. We aren't going to do for you, rather we will do with you. All of us who care! So look us over and see if you want to join with us. If you do, share with us what it is that has importance and meaning to you as a counselor. We'll see that others learn from you as much as you will learn from them. If you decide not to join with us, please let us know why. We ought to be able to learn as much from our failures as from our successes.

Garry and Susan

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impact
FALL 1971
The Magazine for Innovation and Change in Counseling

Volume I
Number I

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happenings

October, November and December will see many conventions of note and import for *Impact* readers. . . . The **American Association of School Personnel Administrators** will be meeting October 18-23 in New Orleans, Louisiana, while Minneapolis, Minnesota will be the site of the **Minnesota Vocational Association's** convention, October 21-22. ■ The **American Personnel and Guidance Association** has announced the locations of its regional conferences for branch leaders, which all members are encouraged to attend. The **Southern Region Conference** will be held October 21-23 at the Howell House in Atlanta, Georgia. More information can be obtained from John Seymour, Chairman, University of Alabama, P.O. Box 543, University, Alabama. Contact Evelyn Thompson, Del City High School, 1900 Sunnylane, Del City, Oklahoma for information about the **Mid-West Region Conference** to be held in Oklahoma City. ■ The **National Association of Pupil Personnel Administrators** will be meeting October 26-27 (not October 27-29, as originally planned) in Seattle, Washington. Pre-convention workshops will be held on October 25. The theme of the conference will be: Interaction between Pupil Personnel Services and the Community. George McClary is the program chairman; James Becker is coordinating the local arrangements. ■ The **North Atlantic Association for Counselor Education and Supervision (ACES)** will meet October 30-November 2 at the Gideon Putnam Hotel in Saratoga Springs, New York (President/Chairman James W. Moore, Bureau of Guidance, New York State Department of Education, Albany, New York 12204). ■ On November 10-12 the **National Council for Measurement in Education** will co-sponsor sessions at the Northeastern Educational Research and Educational Research Association meetings at Grossinger's in Liberty, New York. ■ Taking place at the same time—November 10-12—will be the **Southern College Personnel Association** meeting at St. Petersburg, Florida. **North Central ACES** will hold their convention November 11-12 at the Pick-Congress Hotel in Chicago, Illinois. "Accountability—a Necessity" is the theme of the convention, whose chairman is Dr. Gordon Boling, Department of Educational Psychology, University of South Dakota, Vermillion, South Dakota. ■ On November 15-19 **ITED-ACT Area Test Interpretation Workshops** will be held in South Dakota. Contact the Department of Public Instruction, Division of Pupil Personnel Services for additional information. ■ **APGA's Western Region Conference** will be held November 19-20 at Portland, Oregon. The chairman is Tenison Haley, Southwestern Community College, Coss Bay, Oregon. ■ **Western ACES** will be meeting at the Safari Hotel in Scottsdale, Arizona, November 22-23. The program will include presentations with discussions of: "ACES: Where It's At," "The Counselor as Staff Development Specialist," accountability in guidance and in career guidance, and a report on the National Pupil Personnel Services Project. Participants include Dr. William L. Cash, Jr., ACES President; Dr. George Gazda, University of Georgia; Dr. Bruce Lowgry; and Kay Rogers, President-elect, CPGA; respectively. Dr. Robert Hinemann and Dr. Les Snyder of Arizona State are co-chairmen. ■ November 28 will be the opening of the **White House Conference on Aging** in Washington, D.C. The Conference will be working to draft a national policy on aging. ■ The meeting of the **National Association for Mental Health** has been changed from November 15-20 to December 1-4. Headquarters will be the Statler Hilton in Dallas, Texas. The convention theme will be: Mental Health Service for the Disadvantaged. An issue which should receive much review and discussion is mental health coverage in national health insurance. The convention chairman is Robert Andreen, National Association for Mental Health, 1800 N. Kent St., Rosslyn, Va. ■ The Portland Hilton in Portland, Oregon will be headquarters for the **American Vocational Association** Convention December 3-12. The theme of this year's convention will be: Human Potential Development. The coordinating chairman of the Guidance Division is Dr. John Ferguson, Department of Counseling and Personnel Services, University of Missouri, Columbia, Missouri 65201. ■ **Phi Delta Kappa** will be holding their biennial meeting November 27-28 at the University of Illinois, Urbana, Illinois. An issue which is expected to be heavily debated involves the admittance of women to this all-male educational fraternity. ■ The 76th annual meeting of the **Southern Association of Colleges and Schools** will be held November 28-December 1 in Miami Beach, Florida. Obtain registration materials and information from: SACS, 795 Peachtree St., N.E., Fifth Floor, Atlanta, Georgia 30308. ■

Locations have been set for future **APGA Conventions:** 1972—Chicago, Illinois (Theme: Involved for Human Development); 1973—San Diego, California; and 1974—New Orleans, Louisiana. ■

A **Minority Awareness (Curriculum) Workshop** will be held November 7-12 in Phoenix, Arizona. The sponsoring institution will be Maricopa Technical College, P.O. Box 13349, Phoenix, Arizona (602/252-6661, Ext. 303). Lionel Martinez, the Associate Dean of Instruction, is the coordinator. The central objective of this workshop is "to enhance institutional capability to more adequately accommodate the changing and diverse needs of the growing minority student population." This workshop is sponsored in cooperation with the **American Association of Junior Colleges.** ■

National Vocational Guidance Week will be observed October 24-30. The theme for this sixth annual observance will be "Turn On . . . Tune In . . . Your Future." ■

President Nixon has proclaimed November 8-14 **Youth Appreciation Week.** ■

A new edition of the **Catalog of Federal Domestic Assistance** is available. This is a comprehensive summary of federal domestic programs of support for research, training and service projects. Information on the purpose of the program, eligibility, where to apply, and where to get further information is given. ■

CEEB has announced that as of October 1 the National Merit Scholarship Qualifying Test (NMSQT) will be replaced by the Preliminary Scholastic Qualifying Test (PSAT) and will be called PSAT/NMSQT. The cost will be $2.50 and the current PSAT format will continue to be used. This "merger" will reduce multiple testing for approximately 750,000 students. ■

A program designed to hasten the entry of Blacks, Puerto Ricans, American Indians, Mexican Americans and Cubans into managerial positions in public and private non-profit organizations has been established by a consortium of five universities. For further information write to: Dr. Sterling H. Schoen, Director, Consortium for Graduate Study in Management, 101 N. Skinher Blvd., Box 1132, St. Louis, Missouri 63130. ■

APGA's *Personnel and Guidance Journal* will have five special issues for its 1971-72 year. In October, the guest editor for "Spanish and American Indian Disadvantaged" will be Dr. Uvaldo Palamares of the Human Development Training Institute. "Legal and Ethical Concerns in Counseling and Personnel Services" will be the special issue in December. Dr. Joseph Impellateri and Dr. Thomas Long will be guest editors. Individual copies of special issues cost $2.50 each. We will report on the other three special issues in our next issue. ■

flashes

. . . On July 21, 1971, the head of the Veteran's Administration, Donald E. Johnson, announced that the estimated 4.5 percent figure for heroin addiction among Viet Nam veterans is accurate. He also indicated that the same figure is relevant for American troops stationed in Europe . . .

. . . On January 1, 1972, 18-, 19- and 20-year-olds in Michigan will be able to purchase alcoholic beverages. This is expected to have several effects including the following: (1) bar owners, specifically those in college towns are going to make a lot of money, (2) the social life of those in this age group will shift from drive-in restaurants to bars, and (3) young people from neighboring states with a 21-year-old drinking age will drive to Michigan on Friday and Saturday nights to visit bars and taverns . . .

. . . Volume III of the *Youth in Transition* series deals with the causes and effects of dropping out of high school. Educational attainment is treated as a continuum: dropouts are at one end of the scale, college entrants are at the other end, and in the middle are high school graduates who do not go on to further education.

Family characteristics such as socioeconomic level and number of siblings; academic skills as reflected in reading and vocabulary tests; past academic skills as reflected in reading and vocabulary tests; past academic performance and self-concepts of school ability; and a variety of other dimensions such as self-esteem, occupational aspirations, and delinquent behavior were found to be predictors of educational attainment.

While a number of personality differences showed some *predictive* relationship to dropping out and college entrance, there is virtually no evidence that these dimensions change systematically as a result of dropping out. Unemployment rates were somewhat higher among dropouts, but employed dropouts earned as much as high school graduates, and were equal to graduates in job satisfaction.

Most dropouts said they made a mistake in leaving school, but ironically the research findings did not support that conclusion. On the contrary, they found that dropping out is a symptom of problems and limitations, rather than a major cause. (Order from: Publications Division, Institute for Social Research, Box 1248, Ann Arbor, Michigan 48106)

In so doing, it echoes the urgings of the Equal Employment Opportunity Commission's *Guidelines*, of responsible test publishers, and of the measurement and industrial psychology textbooks which preceded by many years the creation of the EEOC. This aspect of the opinion is of critical importance to test users in industry. It is a reminder that an employer using a test yielding scores genuinely unrelated to the learning or performance of the job is disregarding the will of the community as well as contravening his own interests and needs . . .

. . . The University of Nebraska in Lincoln has inaugurated a program in Homophile Studies under the direction of Louis Crompton. It is an interdisciplinary venture designed to see the homosexual as a functioning member of a minority group in American Society. Concern is for the people—clergy, clinicians, counselors, etc. who have to counsel homesexuals but are ignorant of their problems, even if they are sympathetic. The course has come under political attack as "the university's course in homosexuality" . . .

. . . and on the lighter side . . . The demand for Chastity Belts has been growing according to the London manufacturer who has been making replicas of those made in the Middle Ages for the last three years. Recently the sales tax on the item was eliminated when the government classified the belts as safety devices. Two keys are sold with each belt and although some are used as ornaments or for locking car steering wheels, the manufacturers insist that some inquiries have been "very serious."

. . . The students of Romeoville and Bolinghook, Illinois, go to school all year round. Crowded schools and increasing population led the school district to initiate the program. A 45-15 Plan is used so students are home 15 days after every 45 days of school. Life styles have been changed by the program and special programs based on a traditional school calendar have had to be cancelled or revised. However, feeling is quite positive, and the school superintendent has stated that even if the financial picture should change he would still stay with the 45-15 Plan . . .

. . . A National Women's Political Caucus was organized in July with the objective of putting more women in positions of political power. A recurring theme at the initial meeting was that with more women wielding political power America would have more "humanitarian" policies . . .

. . *Behavior Today* (July 5, 1971), announced that an experimental school for dropouts—the Metropolitan Learning Center in Dallas—which started with eight students ended the year with 200. The program has proved so successful that a second school will be opened in the fall by the Dallas Independent School District . . .

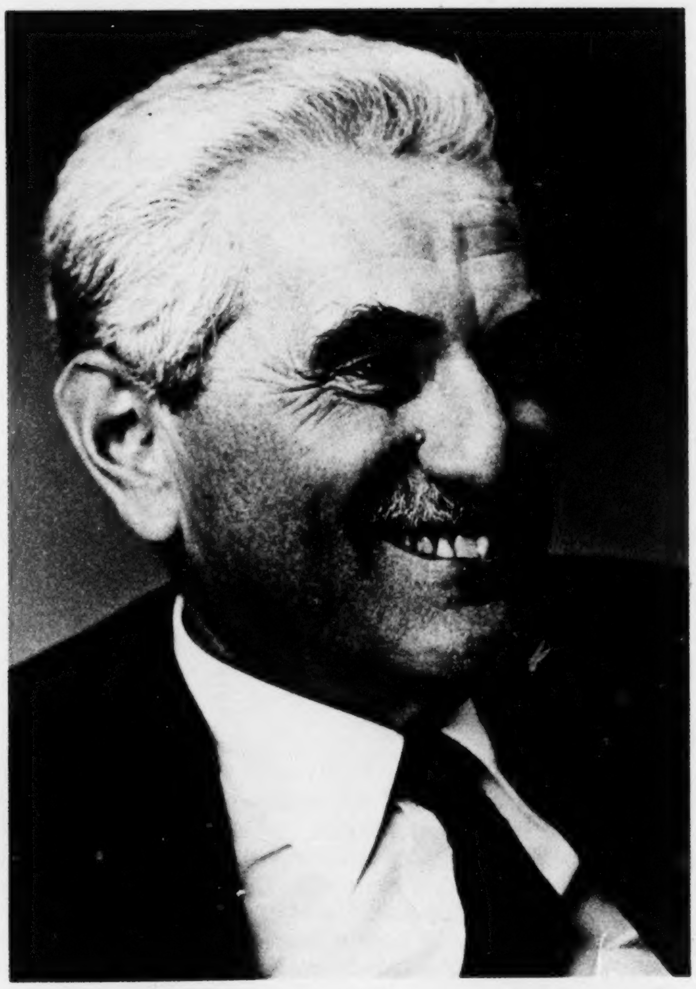
. . . On March 8, 1971, the Supreme Court of the U.S. revised the September, 1968, decision of the U.S. District Court in North Carolina in *Griggs vs. Duke Power Company*. The decision directs that the defendant no longer be required to pass a standardized general intelligence test as a condition of employment under specified conditions. It further underlines the essential importance of test validation research.

. . . The international trend towards greater legal and social freedom for youth was reinforced by doctors at the annual meeting of the British Medical Association who agreed that teenage girls who take the Pill should be allowed to keep this secret from their parents. Parents should be told only if their daughters give permission . . .

. . . C. W. Post College (a suburban New York College) will initiate a weekend college in October. The new program will have three sections: (1) two full weekends of intensive study divided by four weeks of independent study, (2) six days of intensive instruction over six Saturdays, and (3) six days of intensive instruction over six Sundays. Thirty-six courses will be offered this fall and each credit hour will cost the same as for regular courses. At present negotiations are underway with major credit card companies to enable students to charge tuition and related costs . . .

CAREER GUIDANCE

IS IT WORTH SAVING ?



An Interview with ELI GINZBERG

Dr. Ginzberg is the Director of the Conservation of Human Resources Project, and A. Barton Hepburn Professor of Economics at Columbia University. Since 1962, he has been chairman of the National Manpower Advisory Committee and a Consultant to the Departments of State, Labor, Defense and HEW. He is also a member of the National Advisory Allied Health Professions Council.

Recent months have witnessed a national resurgance of interest in career guidance and a call by public and professional groups for improved career guidance services. Prominent among voices calling for a new emphasis is Dr. Eli Ginzberg whose new book, Career Guidance, *is the culmination of a three year project.* Impact *interviewed him to learn first hand of his views.*

IMPACT: Would you describe for us the conditions that led you to write your book, *Career Guidance?*

GINZBERG: I direct the Conservation of Human Resources Project at Columbia University, which recently had its 32nd birthday. For the past three decades we have been engaged in studies of work, and in the late 1960's we were heavily involved in studies of specialized groups including educated women. We also have had an ongoing concern with blacks and other minority groups.

The studies of educated women were subsidized by the Rockefeller Brothers Fund. When we completed the two books, called *Life Styles of Educated Women* and *Educated American Women—Self Portraits* they began to discuss with me the willingness of our group to do a comprehensive evaluation of the status of guidance and counseling. They knew from our studies, as well as from others they were supporting, that the improved adaption to the labor market of minority groups and women appeared to be dependent upon improvements in the guidance field. After thinking about this proposal, we indicated our willingness to accept it under the condition that we would have complete control over the work; while we would consult broadly, the responsibility for final manuscript would be ours. They were pleased with that arrangement and the project was initiated.

In a real sense this was our second entrance into the field of occupations and careers, because in 1951 with other colleagues I did "Occupational Choice—Approach to a General Theory." Therefore, the current work represents a broadening of that earlier approach, which was limited in terms of scope, and which approached the problem only from the point of view of the individual's decision making process. In this project we wanted to look at the field of guidance—particularly career guidance—as a social function and to try to understand it institutionally in terms of (1) who are the people who are providing guidance services; (2) who are the people who are seeking them or not seeking them; and (3) what is the relationship among the supporting institutions, particularly state and local governments and the federal government and the people who use guidance services. We planned (1) to investigate how effectively this social function was being carried out in our society, and (2) to point the way as to how it could be strengthened.

IMPACT: What was your general research methodology?

GINZBERG: The first thing I did was to broaden the project staff. I work with a staff that has a high degree of continuity, and I added two members from the guidance and counseling field specifically for this project. This was done to be sure that the staff had special competence in this area—beyond its general competence in the fields of economics, sociology, psychology, and education. Secondly, we attempted to use the leadership in the guidance field as a method of tapping the field and saving ourselves time and effort. In this way we were able to use the panel on Selection and Counseling of the National Manpower Advisory Committee, of which C. Gilbert Wrenn was the Chairman. We touched base, through Professor Stanley Segal, with the major guidance research centers, to get an up-to-date view of current research. Thirdly, we stayed in close contact with the major governmental and nongovernmental agencies in Washington and elsewhere to stay abreast of whatever research findings were becoming available, including many which were not yet published.

Finally, we made a major effort to develop our own framework. In this, we sought to mold what I would call the psychological and the sociological dimensions of the problem. Our major contribution lies in the fact that we had an interdisciplinary team at work on this problem; the issues were always viewed from the context of many different disciplines, rather than from only one or two disciplines.

Near the end of the project—when we had our tentative formulations available—we held three major conferences at Columbia to review where we were and to get as much critical thinking as possible on the table. To take advantage of this, we had our first session on educational and occupational information; our second on theory and practice; and a third on guidance policy. In this way we made heavy use of the input of well-informed people in the field. However, the final responsibility for the *book* is mine. Although my research staff helped me considerably, I wrote the book three times before I got it into the shape that I liked.

On Career Guidance in General

IMPACT: Could you characterize career guidance in the country today? What shape is it in? What effect is it having?

GINZBERG: One of the major conclusions that came to us from our research was that career guidance represents a minor rather than a major commitment of the people who are called guidance counselors or guidance specialists in the American scene at this time. That is, we found that the guid-

> **. . . Career guidance represents a minor rather than a major commitment of the people who are called guidance counselors or specialists in the American scene at this time.**

ance and counseling movement had opened itself to a general kind of developmental goal and strategy approach which said that it primarily wanted to help young people grow up to become better functioning adults.

We were concerned to find that relatively minor importance was ascribed to the specific career guidance facet of a total guidance function. We don't really believe that one can do *total* guidance, and we were pleased to see that both Drs. Wrenn and Super had concluded—sometime in the 1960's—that the career guidance function had been seriously downgraded in the total guidance activity.

The notion that the guidance counselor is the critical element in the information that the individual gets or in his decision making process could not be more wrong.

The second thing that we noticed was that guidance personnel were heavily concentrated at the high school level. We felt very strongly that, although there is something to be said for having a considerable number of guidance personnel at the high school level, an important part of the decision making process occurs in the formative years—in college, in early work experience, and in the movement into and out of the military. In the age period of 18 to 25, there is an underinvestment in guidance—although there are some employment counselors in the Employment Service. Moreover, we were bothered by the fact that there were not enough guidance services available for mature adults—either women coming into the labor force or reentering it, or men interested in shifting their jobs. We should also mention the importance of guidance for people who are starting to think about reducing their participation in the labor force and going on to a reduced schedule eventually leading to retirement. As we saw it, guidance seemed entirely too much a kid's affair with too little emphasis being placed upon adult work and adjusting to work.

The next thing we saw was that a very high proportion of the guidance counselors in the high school are not really doing *career* guidance; in fact, they are frequently not doing *guidance* work of any kind. They are often heavily involved in what we would call institutional stabilization activities for their principals. They take care of the disturbed kids—the kids who got into trouble with police or drugs. They are doing all kinds of "cooling" jobs which we felt were really administrative tasks. We have no objection to these tasks being performed, but we think that they create all kinds of conflicts and reduce the effectiveness of guidance personnel who don't know whether they are to be client oriented or administrative stooges. So one of our major findings has to do with trying to make a sharper distinction between administrative personnel and staff personnel that are really client oriented.

Another thing that we found was that guidance personnel, even at the high school level, are concentrating much too heavily on upper income and middle class youngsters—who will undoubtedly go on to college—and not concentrating enough on the youngsters who drop out, finish high school, enter the world of work, or go into the armed services.

Another thing that concerned us was the very lack of understanding, by most guidance counselors, of the occupational world and, more particularly, the local labor market and how the institutions of employment and promotion are constructed. We recognized that it is not possible for any human being to know all there is to know about the world of work, but we feel very strongly that one of the things that guidance counselors should do much more than they have been doing is to tap into community resources. They should make use of employer groups, trade unions, leaders in the professions, and the Employment Service. They should act more as intermediaries to obtain requisite information and advice for youngsters so they may have a more realistic view about the nature of the work process.

Now I want to step back for a second and say that, in our view, guidance goes on primarily because people live in a society—not because they happen to see guidance specialists or talk with them for a few hours during the course of four years. A tremendous amount of their expectations, their information and misinformation, and their behavior with respect to their career decision making really takes place as a result of the fact that young people grow up in families, live in neighborhoods, have experiences in terms of their own lives, look

I don't think you can get good services in America, quality services in any field, without extracting part of the cost of running the service from the consumer.

at television, and read books, out of which they develop their view of the world of work. The notion that the guidance counselor is the critical element in the information that the individual gets or in his decision making process could not be more wrong. Armor, in his study for Russell Sage, makes it quite clear that in the upper income group the most important group guiding youngsters to college is the family; that was one of the reasons we were bothered that so much of counselor's time is taken up with middle class youngsters going to college. We figure that, even in the critical decisions, the family still plays the key role as to which college a student will go to, etc.

In summary, what we saw was a disproportionate number of counselors working within the high school setup. We also found that counselors could probably make much better use of their time and be more effective if they would move more to group counseling—especially with respect to careers. We saw no reason why they couldn't do much more on a group basis than on an individual basis. We also argued that they ought to try to use the teaching staff much more. To paraphrase one of our consultants, Felix Robb, two million teachers really represent a potential kind of paraprofessional assistance to the counselors *if* the counselors knew how to use them to get across a lot of ideas about the world of work and about decision making.

We do not believe that the elementary school is a logical place to do very much more than the simplest orientation to the world of work . . .

On Occupational Information

IMPACT: One of the things which people have noted in reading your book is that you place quite a bit of emphasis on the information sharing, discussion, and reviewing process to assist counselors in becoming more knowledgeable about the world of work and in facilitating decision making. Some people, like Toffler, have stated very strongly that what we need for the future is to emphasize the process of living and the ability to form short term relationships, so that the individual can come into essentially very new situations and make constructive and relevant decisions in these situations. He particularly downgrades the idea of the use of information, stating that information which has relevance to the present may frequently be disturbing and confusing when applied to decision making for the future.

GINZBERG: We've come out with a negative view about the quality of the information that is being disseminated and the belief that much of the information is next to worthless, because it really isn't apposite to the youngster's needs. But, I don't know how you could teach anybody to improve his decision making strategy and practice unless he had some kind of reasonably realistic views about the variables. We came out with a relatively negative view about the Occupational Outlook Handbook. We thought there was great need for area and regional information of a much more practical nature for high school graduates or dropouts.

IMPACT: Would this be the kind of information that should be used more in placement than in planning?

GINZBERG: That is correct, it is the kind of information that tells you where to go to for a job, how to fill out an application blank, the implication of joining up with a small employer rather than a large one, what kind of opportunities there are in the community for additional occupational training at night, and where subsidized training fellowships are available. In short, there are a tremendous number of things of that nature that we believe youngsters need to know.

On Elementary School Guidance

IMPACT: Perhaps one of your most provocative recommendations relates to moving guidance out of the elementary school and emphasizing its involvement with high school and older age levels, both in and out of schools. Doesn't that recommendation fly in the face of evidence concerning the importance of the elementary or early years in the general development of the individual and in his orientation to the environmental world and its later importance in terms of occupational decisions and plans.

GINZBERG: Well, I have very definite views about this problem. We believe that the elementary schools need strengthening. There are all kinds of problems that need to be taken care of. Maybe the curriculum ought to be changed; maybe school ought to be loosened up in the first four years; maybe there ought to be more remedial teaching going on, and the like. We do not believe, however, that the elementary school is a logical place to do much more than the simplest orientation to the world of work, because the youngsters simply cannot get more than a very elementary orientation, and this can be done through instruction in English, history and civics.

Our problem is that we don't see what there is in the training of guidance personnel that offers them a chance to be very useful in the elementary school. The argument is not that the elementary school does not need to be improved or strengthened, but we think that, by and large, the skills that guidance counselors receive are not particularly applicable. Secondly, we see no special reason to try to do very much in terms of occupational

. . . We don't see what there is in the training of guidance personnel that offers them a chance to be very useful in the elementary school.

orientation in the elementary schools; we just don't think that's the proper place.

IMPACT: How would you respond to the point of view that says that a variety of highly related occupational behaviors which have great significance for one's ability to perform, adapt, and work in an occupational setting are formed in the elementary school, and that elementary school counselors can be influential and, in fact, are being influential in the development of those kinds of behaviors, attitudes, and actions which have great meaning for career development?

GINZBERG: I think we could be more general and say that the first thing the elementary school is supposed to do is to be a process in the socialization of young children; secondly, to teach them skills—reading, writing, arithmetic. You know—you have to learn how to sit in a classroom, you have to learn how to do things on time, you have to learn to take your turn, and so on.

I would simply argue that there is nothing unique about the guidance counselor per se being useful as an additional type of personnel. If we had unlimited money, I would have no objections; but I think most principals—if you gave them another budget line and offered them either a remedial teacher or a psychologist, or, let us say, just another teacher to help the other teacher so he could have a smaller class—I don't think he would normally pick a guidance counselor as the additional type of personnel. So we think that the way to go is to retard the slow but steady trend toward bringing guidance services into the elementary school. If this were a no-cost operation, I would be willing to experiment; but I see a lot of things that the elementary school needs more, and I don't think the carry-over of occupational orientation into the elementary school has much significance.

IMPACT: What about the needs of special populations: the culturally different, women, lower socioeconomic groups—wouldn't these best be responded to in the early ages, rather than the older ages?

GINZBERG: No—I'm very dubious about that. I think the most important thing that the elementary school can do for youngsters is to do the job that the schools aren't doing now. They're not really preparing these youngsters with the basic skills which they need in order to earn a living later on. I want to see some remedial education done first. I want to make sure that youngsters come out of elementary school knowing how to add, subtract, read, write, and so on. That's the most important thing.

IMPACT: Coleman found, in his work on unequal opportunity, that how one viewed his opportunity to affect the future (what he called fate control) was crucial with regard to how one responded to education and to learning opportunities. A real problem with people from the groups you described as needing more assistance is that they don't feel they have any control over their own destiny or fate, and that's part of the reason why some in our field have recommended a greater emphasis on helping services in the early ages—to change that attitude and orientation, which essentially says "there is not much point in my trying, because I'm not really in a position to affect my future."

. . . We think that the way to go is to retard the slow but steady trend toward bringing guidance services into the elementary school.

GINZBERG: I would say that the first thing is not to have the youngsters of a minority group, if they're poor students, left back. I think if youngsters make progress in elementary school equal to everybody else, they'll figure they can make it. But if they get left back or if the teachers don't like them, they will be sunk. So I just don't want to ascribe great influence to guidance counselors in a world of great inequality—people are brought up in a ghetto and their father is missing and the family has very little income and they're hounded by the police—I don't care how many guidance people you put into the elementary school—that's not going to matter much.

On Community Colleges

IMPACT: In your book you speak specifically about your discouragement with community colleges—that they have done less than you would have hoped in career guidance. What would you like to see done by community colleges?

GINZBERG: First, they ought to try to get more information about what happens to youngsters who start in community colleges and then leave. I was really disturbed to find, in a California report, that two out of three students left before graduating. I don't think that dropping out is so serious; but at least with a dropout figure of that magnitude, one ought to know why they dropped out, why they did not try, and whether what happened to them in the community college was useful. So that's number one, and I would make that as a general statement. We have too little operational information of what happens to students and graduates.

... I just don't want to ascribe great influence to guidance counselors in a world of great inequality ...

IMPACT: You feel that community colleges are lacking in follow-up information.

GINZBERG: There is no question about that.

Number two is that there seems to be a disproportion between enrollment in the college transfer curriculum and the relatively small number of people who go on to senior colleges. Obviously there is a mismatching between the curriculum and what's happening to these students. I would like to look at the occupational versus the college transfer programs much more carefully. My recollection is that in the southern states, by and large, about 15 percent of the students in the community colleges eventually go to senior colleges, but about 75 percent of them are enrolled in college transfer programs. That doesn't make much sense.

Next, I think we need a much better dove-tailing between the curriculum and the local labor market. I want to bring the employers much more into contact with the educators to be sure that the programming has some relevance to what I would call a metropolitan or regional labor market. There is great fear on my side that many special programs will get started, that they will produce too many people too quickly, and that the labor market will get saturated with graduates of these occupational programs. My own view is that we ought to try to simplify community college programming to a limited number of rather broad occupational programs and let the young person assume that he will eventually get his specialized occupational training on the job. I don't think that 100 different occupational programs in a community college are feasible because I don't think they can be properly staffed, properly run, and properly articulated with the changes in the labor market. So I would like to see much more community-education cooperation at that level of curriculum planning.

On Women

IMPACT: You speak very specifically about the fact that women, as an emerging group with new occupational opportunities, should receive special assistance. One thing that the organized women's groups have been speaking for is a work/career pattern where both career and homemaking responsibilities are shared, and in which—in a sense—both partners might hold half time work responsibilities and equal homemaking responsibilities.

GINZBERG: When the National Manpower Council did the book on *Womanpower* in 1957, we ran into suggestions from women that if you only turned the whole world around, their problems could be solved. In a certain sense, I think one has to have a high degree of realism about this. There are many positions that women now hold which have what I would call a time accommodation or a schedule accommodation built into them. Women in elementary school teaching, nursing, editorial work and the talent field, manage to have flexible programs. On the whole, the United States and the employers of the United States have not found it easy in many areas to move to help employees. My own guess is that the more likely development in the United States will be to keep reducing the work week. We're down to 35 now in most of the white collar areas. I would guess we'll go to 32 and eventually to 30, in the not-so-distant future. We will run more three-day weekends and more vacation time. I would say that the problem has to be grappled with a little bit on the other side. That means more child care facilities for women who want to work while their children are of pre-school age. Maybe more supervised play groups after elementary school lets out so that youngsters have some supervision until the mother gets home. However, I would suspect that the major pattern will be the one we are following—mothers with very young children will tend to stay home and as the children get older they will tend to go back to work. Now, as far as career women are concerned, they just have to work this out as best they can and I would think that the major help they need would be more and better child care facilities.

... We ran into suggestions from women that if you only turned the whole world around, their problems could be solved.

IMPACT: Isn't that being a bit chauvinistic—leaving the major responsibility to women to change an employment pattern which is really discriminating against them in terms of availability and opportunity? Shouldn't that be a societal concern?

GINZBERG: I did say we should have more child care facilities and that's the societal response. But I think some women are quite unrealistic if they want to work and also want to play a special role in the upbringing of their children. Something has to give somewhere and I would argue that in the world that I know anything about mothers are more involved in the bringing up of children than fathers are, and a woman who says that she wants equal opportunity with men in careers better not have children.

On Community Based Guidance Services

IMPACT: Many of your recommendations relate to a broadening of emphasis, consideration and viewpoint on the part of counselors. Do you feel that there might be some merit in counseling as we know it for young people of school age moving out of the school and become community based rather than school based?

GINZBERG: We gave considerable time and attention in our staff discussions to this point of whether one could move or should move the guidance function completely out of the school and into a community service. Quite frankly I had the deciding vote against that only on the basis of the reality of public finance. I think that since you have managed to establish a claim for guidance services as part of the education budget that if you were to pull it out of the school system you run a substantial risk of not having any public funds of any thing like the equivalent now available. If you gave me a purely theoretical chance to place it in or out of the schools, I would definitely place it out of the schools. But I don't think, realistically, that the risk is worth it. On the other hand, in our book we said that there are real opportunities for the development of guidance services outside the school in which the consumer would pay part of or all of the cost. I don't think you can get good services in America, quality services in any field, without extracting part of the cost of running the service from the consumer. One of the troubles with guidance, at the moment, is that it's so heavily dependent on the public purse. If guidance really has something to offer the American public, guidance ought to be able to encourage the public to pay part of the cost.

On Cost Sharing for Guidance Services

IMPACT: You would then support cost sharing for guidance services related to the ability of the person to pay?

GINZBERG: That's correct. However, the people who could probably use guidance services the most would probably be the people least able to pay. I obviously want to contribute help to subsidize services for the poor and the near-poor, and I want to build up and strengthen the guidance sections of the United States Employment Service. But, in addition, I think there are many people who could pay, some of course, do pay, but the whole private sector in guidance is very small at the present time. I would also say that it is interesting to speculate as to why it is so small and why the consumer is not willing to make more use of it on a pay-as-you-use basis.

. . . A woman who says that she wants equal opportunity with men in careers better not have children.

IMPACT: Would that lead you, perhaps, to start something like a voucher guidance system in which each individual received so much money he could use for various kinds of helping services?

GINZBERG: I am opposed to educational vouchers and I am opposed to guidance vouchers.

IMPACT: Why are you against vouchers relative to guidance?

GINZBERG: I really don't believe that it is a sensible way to move on social planning when you now have 90 percent of the guidance operation built into three systems: public education, the Employment Service, and vocational rehabilitation. I think it is totally unrealistic as a social scientist with a long experience in the policy area to say we'll dismantle these systems and start to rework them in terms of some kind of a voucher approach. If the public doesn't go that way, there will be no budget lines at all for guidance and the likelihood is that the legislature will just leave it out completely. I don't think the people in the public school system would necessarily be very good community guidance counselors. What I want to do is to build new institutions slowly in response to potential demand. I realize that there are services that guidance people can provide, but other people ought to be interested in paying for them, or else we'll have to conclude that they are not very important services.

On Educational Continuity

IMPACT: An increasing kind of pattern that is beginning to develop is the idea of delayed school entry after high school graduation. What would you say to this as both an economist and a guidance practitioner?

GINZBERG: There's a need for loosening up of the institutional structure from the very first day of school all the way up and down the line. I'm in favor of Ralph Tyler's general admonition to the effect that we must remember that the institutions have been put into place to serve people, not people to serve the institutions. I think the elementary school is fantastically and unnecessarily over-rigid. I think the junior high school and the high schools are too rigid. I think the colleges are too rigid, and and I am definitely in favor of loosening up the relationship between what I would call the essentially exploratory years between work experience, travel, public service, and education. So, I am very much in favor of letting people find a developmental experience that makes the most sense to them. Amherst college for several years has been forcing students to take leaves of absence when they are working far below their potential. Harvard College, when it admits a new student now sends him a card that says do you want to come this year or next year. I am very much in favor of this loosening up. I am also in favor of trying to make the readmission to school easier. The notion that we should have all schooling in a lockstep way is to me totally insane.

On Professional Behavior and Organizations

IMPACT: You speak in several places about the reflective and introspective and inward looking nature of counselors, professional associations and groups. Is there a model of professional behavior or a professional working relation that you think speaks to the kind of organization behavior that you would like to see counselors adopt?

GINZBERG: I think the anomaly in the counseling field that we would start with is that it is the only field we know that gets its personnel from another field. We took a point of view that was opposed to compulsory educational licensing as a pre-requisite to school counseling. We think that this is a strange and untolerable approach. Secondly, we were impressed with the fact that very few "professional groups" get as little serious professional education as do most counselors. Guidance is really a half-time, after school, thirty credit system. That makes for weaknesses because you never build up what I would call a professional identity, as you can with a full-time student body. Next, we are tremendously impressed with the number of competing organizations within the field. Fourthly, if you look at your programming at an annual convention, you have 500 different sessions, which underscores the fact that every group wants to do its little thing. The situation seems to be that there has been entirely too little understanding of the larger institutional framework within which the guidance function gets performed. There has been too little interchange with other key groups in society that really determine the outcome. I was bothered by the fact that the guidance people and the active teaching staff have as little to do with each other as they seem to have in most places. I would also say that on the whole the relationship between guidance people and their psychological and social work colleagues, and even more, the labor market and economists, has been much too weak. I would hope, at least with the professional organizations, that in

GINZBERG RECOMMENDATIONS ON GUIDANCE

—Educational and career guidance should be the primary commitment of the profession.

—The primary responsibility of the guidance counselor should be to his client rather than to organizational goals as defined by the administrator.

—Guidance can be effective in helping disadvantaged groups only if it couples its services with other inputs that can help change the clients' reality situation.

—The education of guidance personnel must include more training in the dynamics of the labor market. Moreover, supervised field work in appropriate settings should be an integral part of all professional training.

—More services should be provided in high schools for non-college-bound youth, girls, and minority-group members; more attention should be devoted to the needs of college students for career guidance; services for mature men and women should be broadened; guidance in elementary schools should not be expanded.

—The requirement of teaching experience for the certification of school counselors should be rescinded.

—Improved counselor performance should be sought through more emphasis on group techniques; more reliance on non-guidance colleagues and other specialized manpower resources; greater use of support personnel; and improved supervision.

—More rapid progress toward professionalization can be made through actions aimed at improving accountability, taking more steps to innovate, expanding research, and playing a more active role in formulating policies and programs aimed at meeting the needs of the public for improved services.

Career Guidance, Copyright 1971 by Eli Ginzberg.

> ... Two million teachers really represent a potential kind of paraprofessional assistance to the counselors if the counselors knew how to use them ...

the future they would try, at annual meetings and regional meetings, to pay more attention to guidance as a function within the larger community and to get key community groups, such as the Employment Service, and employers and trade unions into the act so as to have that kind of interchange going on.

IMPACT: In several places you speak about a more activist role on the part of counselors. You would have them responding not only to the needs and concerns of the individuals with whom they are working but also to the opportunity structure and the lack of change in institutions in which these individuals will have to "cut it". Wouldn't such behavior on the part of the counselor bring them into the conflict arena and hurt their image as people who are very supportive and concerned about individuals?

> ... The counseling field ... is the only field we know that gets its personnel from another field.

GINZBERG: I think it is always difficult as a member of somebody's staff to bring to the head of the staff bad news about the malfunctioning of the institution. It is quite true that if counselors are part of the educational system and they learn that students are not getting a "fair shake" because the structure is really working badly the principal might wish they would go away. However, I don't think a good principal would wish that, and I would say that while it always takes some skills in knowing how to shake the institution for which one works I think it is part of a professional's responsibility to really translate, for the public, one's insight into the malfunctioning of the institution that one is working with. I don't think the medical profession has the right to see a large number of youngsters suffering from lead poisoning in New York City without making some kind of public disclosure that such poisoning is a preventable disease. Likewise, I don't think it's proper for counselors to work in a large metropolitan high school and see, let us say, certain minority groups getting bad treatment or girls shoveled off into secretarial or other occupational programs when they should be in college preparatory, without calling that to somebody's attention. I would say that the proper type of activism is very important. I think a professional group must use judgment as to what it can affect and what it cannot affect. Counselors can't really change the income distribution in the ghetto, they can't really eliminate prejudice, so the question is what, out of their specialized knowledge, they can contribute to improve policy.

IMPACT: One of the points you give great emphasis to and which, we gather, you would really like to see is a redistribution of support for guidance. You would have this take the form of improved working relationships and a greater emphasis on the linkage between school counselors and employment counselors.

GINZBERG: I would say that it makes sense, from my point of view, to have the Employment Service starting maybe in the sophomore year in high school but surely by the junior year, to have not less than four presentations in, say, civics or social science courses. These presentations would start to introduce youngsters to the labor market as it exists in their community and region. I would also say that there are opportunities in terms of closer linkages for summer job placement. Counselors ought to have a preferred list of kids that they send over to the Employment Service with some kind of priority requirement to try to see whether these particular youngsters could get some kind of summer employment. I think there are things that the Employment Service and the counselors working together could do with respect to post-secondary training opportunities for youngsters. I think an employment counselor who comes into contact with a youngster who drops out of school at the 11th grade and believes that the kid could do better if he could get his high school diploma ought to have enough of a relationship with the local high school to help the kid get back into the high school. I would like to get a more effective administrative relationship established between the two institutions as well as a working relationship between the counselors at both levels.

On Research

IMPACT: In your book you speak specifically to a statement by Edith Green calling for a moratorium on federal funding for research. Your feeling is that research is an important function and should not be totally excluded. In terms of present concern for accountability and better communication on the delivery of services, what kind of evidence do you feel would be desirable and convincing to people?

> ... There are things that the employment service and the counselors working together could do with respect to post-secondary training opportunities for youngsters.

GINZBERG: I am less interested in convincing people, but I am very anxious to find out more about what happens to the users of any service. I believe that the school system in general, and the guidance people in particular, need to know what happens to the people who use their services. I want simple follow-up information as to what use is made of the advice that is given and/or the services that are rendered. We came away with the impression that a very large proportion of counseling time was devoted to a relatively small number of troublesome youngsters. Counselors really weren't doing the guidance job because the principal was using them as a kind of special support person for the difficult youngster. I think one ought to at least know how counselors spend their time. Next, I think one ought to try to do very simple, modest, let's say experimental studies as to whether one doesn't do just as good a counseling job on a group basis as on an individual basis. I would like to try to see the different ways in which counselors can use their skills and to get some very simple, modest experimental designs and controls over whether any of these new methods would make more sense than the old methods.

On Guidance Funding

IMPACT: You spoke in your book and we know from historical treatments, that the federal government has played a very important role, especially through NDEA, in the development and expansion of guidance services. What specific role do you think the government should play in the future development of guidance?

GINZBERG: Well, I am sure that many of the leaders in the field were not happy with my conclusion that the federal government should not get involved, as I see it, in the general subsidization of guidance counselor education. I see no logic in singling out guidance people for that kind of federal support. On the other hand, I could see, and recommended that the federal government do more than it has been doing in the development of specialized teachers and research people in the guidance field and I recommended a considerable increase in funding to the Employment Service to strengthen its guidance functions. I think the federal government ought to vastly improve its occupational information services by working with the states, because the federal government can only do part of the job. The states will have to modify the findings for their local use. I would say that these are the three major areas: (1) strengthen the guidance services of the Employment Service, (2) do more for the subsidization and training of the trainers of guidance personnel, and, (3) improve the informational system. I would like to see more research also.

On Counselor Preparation

IMPACT: One of your other basic and major recommendations is the desirability of full time study, so that an individual can identify guidance as a major area of emphasis and acquire the identity and commitment that will go with that kind of learning experience. To a large extent, that has only been possible through federal funding programs such as NDEA, therefore, isn't your suggestion that a withdrawal of federal funds for support of individuals to take training somewhat contradictory?

GINZBERG: Not if you add another one of our recommendations which is to insist that it is no longer necessary for guidance counselors to have a teaching license. What you are now doing is making people spend their own money to get educated as teachers, and then you make them spend additional money or have the federal government train them as guidance counselors. I would like to get rid of this expensive and largely unnecessary requirement about teachers' licenses.

IMPACT: But even when that requirement is not in existence, such as the sciences, haven't we found it necessary to support graduate work in an area with a variety of federal scholarships?

> I believe that the school system in general, and the guidance people in particular, need to know what happens to the people who use their services.

GINZBERG: That is not completely so. Let me put it this way. The federal government has to work out a new policy for the support of graduate work. I don't want to put onto the federal government the responsibility for mass education, even at the master's level. That's really the distinction that I am making. The federal government is not involved today and I would like to postpone its involvement in what I would call general professional training. In advanced training, it has to be involved.

IMPACT: Could I conclude from that, that you feel money would be better spent in developing the positions rather than the people for the positions?

GINZBERG: I would go the same way as the federal government has been going. I am a member of the Allied Health Professional Council of the Public Health Service, we do not train nurses with federal money, but we do train the teachers of nursing. That is, we put money into the highest level of professional training. I am perfectly willing to go that way in guidance.

IMPACT: You speak of the need for counselors to break out from too great a dependency on psychology and education as basic support disciplines and to be more responsive to concepts of sociology and economics. You also state that counselors have been too confined in the sources that they look to for ideas. Is it possible, that you have emphasized career over human potential and personal development because that represents your own area of professional interest and expertise over the years?

GINZBERG: I don't believe that counselors have a very realistic goal when they say they want to improve a human being in total. That's too broad an objective for me. I don't think that any human group, including psychoanalysts, with umpty-umpty years of specialized training can contribute very much to human happiness in a topical age. I am always in favor of specialized groups doing specialized jobs, because I don't think it is in the nature of mankind's fate to have any particular group able to deal with a person's total situation. Furthermore, with the United States putting in the amount of money we do into the educational system and, because of the critical importance of the occupational system, counselors, by focusing on the career aspects of a person's life, would have ample to do. I have no objection and am in favor of having clinical psychologists taking care of some disturbed kids or helping out with kids who have learning problems in school. But the major job, for the bulk of the population that the counselors ought to be attending to, at the school level, has to do with educational and career planning.

IMPACT: Do you think that the recommendations you're making are very new—do you see them as something which is being surfaced for the first time or are these things what you have been trying to say over the years or that you feel others have been saying?

. . . The federal government should not get involved in the general subsidization of guidance counselor education.

GINZBERG: I believe we worked very hard to come out where we did—in trying to put the whole mosaic together in this form. We were not trying to be original—we were not trying to be cute—we were not even trying to be very contentious. What we tried to do was to get a kind of reality view of where the profession and its functions were located within society and to point out the directions where practical progress could be made. I suppose the striking difference is that we came back to an early interest in guidance. That we have the word *career guidance* is not accidental, that's where Parsons began. I think our negative view about guidance in elementary schools is an important one because the profession has been running that way because they thought there was money there. I believe the profession has paid entirely too little attention to adults. I think our emphasis on adults is correct. I think the profession has been too ingrown and our contentions about how to use the profession as consultants and how to use the community as a resource are important. An interesting thing about the United States is that in every field that I've touched you can always find some examples of anything new you recommend already taking place. The point, however, is to look at the whole picture. I think we have put together a set of recommendations which, while not new, in their totality and their weight, really try to give some redirection to the profession.

I don't believe that counselors have a very realistic goal when they say they want to improve a human being in total.

Thoughts for Counselors, Counselor Educators, the Public, and Students

IMPACT: Do you have anything you would like to say to the following four groups: counselors in the field, counselor educators, the public and students? Let's start with the counselor in the field.

GINZBERG: (1) I would say that counselors should really come to agree among themselves that career guidance, not guidance for life or happiness, is a major commitment. (2) They should work to make clear that their responsibilities are to their client, and not to administrators or to the organization which hired them. (3) They must pay much more attention than they have to women and to members of disadvantaged groups. (4) They have to learn more about the realities of the labor market in their own areas and they can do that best, I believe, by coming into contact with groups that they can work with in their different settings. These groups are employers, the Employment Service, heads of professional groups, trade unions and so on. (5) They have to pay much more attention to the people who are coming through the secondary schools and are not going to go on to college but who need help about jobs and post-secondary training. This is a group that they really haven't paid enough attention to. (6) They should seriously reconsider and hopefully agree with us that the expansion of guidance into the elementary schools is not desirable, at least not nearly as desirable as putting more emphasis on the strengthening of guidance services for young adults and adults. (7) They should agree that a teaching license should not be a pre-requisite, and should move in the direction of trying to get the authorities to remove it as a requirement. (8) They should explore group counseling techniques and try to make much more use of college or school teachers in helping them to get many of their points across. (9) They should have considerably improved accountability which in part, I think, means strengthening their supervisory system and trying to do some more innovation for simple operational research to find out what effect they are having on their clients.

To say that a lot of new things ought to be thought about and done does not disparage the people who are currently doing the best they can.

IMPACT: Now what about the Counselor-Educators? What would you say to them?

GINZBERG: Well, I think they really ought to try to move to much more of a one-year basic program beyond the college level which should, if at all possible, become a full-time program. I really think it is very hard for counselor educators to do a job with tired school teachers two hours a night. They should try to move as much as they can to get at least a two semester full-time program. Secondly, I think they should try to move toward the understanding that career-guidance gives the best buy and they should try to reduce the amount of psychological input and to build up, let us say, the economic market input, so that they can orient their students better along this latter line. Thirdly, I suppose, there could be considerably more supervision of what happens to graduates. We were disturbed by the fact that there were so few practicums. I suppose there might be new models whereby the counselor-educator could conceivably be used occasionally to see what happens when their students go back into the system to do their counseling. We didn't work this out but it just came to me now as we are talking. I think they, themselves, have to alter their own perspectives because I think they're really caught up in psychology. Most of them have come from developmental psychology or another branch of psychology.

IMPACT: How about the public? What would you say to it?

GINZBERG: Well, as far as the public is concerned, I would like to see much more experimentation with non-school based counseling. I think the public ought to feel that it has a legitimate role to play in the guidance of their children so that the counselors ought to spend more time with parents who are interested. I think parents ought to be dealt with in group sessions and I think that the counselor would find that a lot of his efforts with the students would be better if he could work with the family. The public is much more willing to contribute specialized time and effort than counselors are utilizing. I think the public must recognize that it cannot expect malfunctioning institutions to be put right by additional counselors. The public must come up with the tax monies and new arrangements that make the developmental opportunity young people need available. There is no use of having a bunch of counselors operating inside malfunctioning institutions. The public has lots to do.

I believe the profession has paid entirely too little attention to adults.

IMPACT: Would you have something to say to the students?

GINZBERG: Well, like with all services, it is not easy to push services onto people. I would think there might be some advantage of letting students have a view of guidance services as something that is available to them, and they can or cannot use. I believe this is true of medical services, I think its true of educational services. I think services that are given to people, that are just given to them without their having to make any effort, not to mention having to pay for them does not necessarily lead to their acceptance. So, I would begin to experiment—I never thought about this until this moment—. How about saying to some students, especially those who are not working: "If you'll come in here on Saturday morning, we'll give you some extra time for counseling." That's another way of saying that the service would be most useful to the people who want it and need it. I always like to involve people in some sacrifice for the things that they want.

IMPACT: Now that you've spoken to the four groups we mentioned, are there some concluding remarks you want to make?

GINZBERG: I would hope that in their response to our book *Career Guidance*, people would not look at it in terms of too narrow or too institutional a view. They should not try to respond to what we are saying in terms of what it will do to a special group, in a special association or with a special role. They should read the book in terms of the way it was written which was to take a serious look at the guidance function in society. To say that guidance as a 60 year old institution really ought to be looked at in terms of the very complex function that it is, is not really negative or critical. To say that a lot of new things ought to be thought about and done does not disparage the people who are currently doing the best they can. So, I would hope that the leadership would not be too defensive.

reactions

To encourage analysis of Dr. Ginzberg's remarks and stimulate multilogues by counselors on career guidance, Impact *asked four knowledgeable and experienced counselors to respond to the text of the interview. We have offered Dr. Ginzberg the opportunity to respond to these reactions in the next issue of* Impact. *We also welcome reader reactions.*

Sharon Smith
Elementary Counselor
University School
Florida State University
Tallahassee, Florida

Miss Smith is a member of the Board of Governors and the Task Force in Elementary Guidance of the American School Counselors Association (ASCA).

I could agree with Dr. Ginzberg that elementary schools need to be strengthened. This is probably true of many institutions. I could also see the value of an overview type orientation to the world of work for elementary children, rather than an intensive study, and this blends well into the elementary social studies curriculum. But I strongly disagree with Dr. Ginzberg when he says that there's no place in the elementary school for a counselor! He assumes that the main function performed by the counselor is occupational orientation. I wonder if Dr. Ginzberg has entered an elementary school recently and how much contact he's had with children of this age.

First of all, the elementary school is not always a structure housing self-contained classrooms. More often, there is a pod-layout or an alternate floor plan that permits children freedom of movement from a central study area to the library (media center) and to other resource areas. The classroom is not the typical thirty desks, lined in rows. Rather, children are in clusters, working together at tables, using earphones individually at listening centers, or working alone at study carrels. Even the influence of teaching machines is felt at the elementary level. Add to this the fact that in one day a child might have six to seven teachers rather than the traditional one. There's still an emphasis on the socialization process, but look at the complications added to an already involved process.

Next, I wonder if Dr. Ginzberg ever thought about the drastic changes of contemporary life and the effect it has on a child. If adults are fighting for identity and the ability to cope with constant change, imagine what this must do for a child! Mobility of the population, high divorce rate, influence of mass media, traditional activities beginning at an earlier age (sixth grade dances, for instance), both parents working—these pressures certainly make for instability in the child's environment. Contrast this existence with the slower pace and relative security that most of us had as children, yet as adults we're groping for a meaningful existence. When you consider the instability of life in general and add the confusion of a typical school day, can you imagine what a fantastic need there is for a stable adult figure to be with a child throughout his first six or seven years of school, namely, an elementary counselor?

The goal of most elementary guidance programs I'm familiar with is a preventive and developmental one. Career orientation fits in here, but only in a small way. Dr. Ginzberg emphasizes remedial programs. You just don't always undo habits and behavior patterns that are well-integrated, even in a fourth or fifth grade child. It's so much more logical to avoid the development of these patterns in the first place.

Because the counselor is a team member in the school with teachers and administrators, the opportunity exists to be a catalyst in curriculum change. The counselor can be a resource for teachers who already have so many demands on their time that there's barely time to teach. In addition, the counselor as a member of the pupil personnel team works with resource personnel such as the psychologist, social worker, and nurse. Because of this arrangement, the counselor can be the referral channel for children who do have problems and can, in turn, provide feedback to teachers of ways to work with the child in the classroom.

Another aspect of the developmental, preventive elementary guidance program is work with parents. The counselor is available as a consultant to parents in understanding their child and his stages of development. The counselor also serves as a link between the home and school, promoting a closer relationship between the two. Through activities such as parent discussion groups, the opportunity is provided for parents to gain insight into their children's behavior and learn improved methods of communicating with them. It is significant, I think, that in areas where elementary counselors have been eliminated from the budget, parents were the group that reacted the most vocally in trying to get the counselors back.

I disagree with Dr. Ginzberg at the point where he states (in the context of preparation for an occupation) that "if youngsters come out of school knowing how to add, subtract, read, write . . . That's the most important thing". *How wrong!* the basic skills necessary to earn a living are not merely learned in a book! Employers report that the major problem they have is in employee relations and that schools are failing in helping people learn how to get along with each other. Also, consider the number of jobs where there is a daily interaction among employees, superiors, and consumers. Certainly the basics in school must include much more than just how to accomplish a job. Further, how productive is an unhappy person, or one who is "misplaced" because he didn't understand himself well enough to make an appropriate occupational choice?

Making a living later on is going to absorb only a portion of a person's waking hours. Dr. Ginzberg himself states in this interview that the work week is even now being reduced in total number of hours and that vacations are providing additional leisure time. Doesn't this say something about the individual knowing how to spend his "free" time in a worthwhile manner? And doesn't the individual spend large portions of time with family and friends? It would appear necessary that skills exist in establishing and maintaining relationships with others outside of the working world, in much more intimate circumstances.

At many points throughout the interview, I felt Dr. Ginzberg made statements worthy of sincere consideration by counselors. And much of what he says indicates that counselors do need to do some soul-searching. However, the "guidance people" to which Dr. Ginzberg referred and counselors as I view them are in two different worlds.

Dr. Ginzberg closes by saying he hopes "the leadership" will not be too defensive. I don't see myself in the leadership category but I did feel defensive after reading the interview. I really wish I could put Dr. Ginzberg into contact with counselors from all over the country who are trying innovative ideas and approaches to reach kids and help them not only with career choice, but in understanding themselves better. Also, I'd like to take Dr. Ginzberg into an elementary school and let him feel the climate and talk with the children. Perhaps the most effective method I could use in support of elementary counselors would be to allow Dr. Ginzberg some time in a school staffed with an elementary counselor with the counselor absent. By impromptu, informal conversations with children, teachers, administrators, and parents, I think he'd gain a different perspective into the need and value of this professional.

Frank Coleman
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Special Services
Employee Securities
Department
State of Nevada
Carson City, Nevada

Mr. Coleman is currently President of the National Employment Counselor Association (NECA).

After reading the interview my most immediate reaction was "who really needs this. I've scaled this mountain before." Perhaps this book on career guidance puts some structure to the long list of problems, but it doesn't say anything that practically every guidance counselor hasn't heard, felt, or said many times. It has also all been said in many critiques of the profession.

Another reaction I felt was that if Ginzberg has the staff and the capability to prepare something for the profession of guidance and counseling, and if the Rockefeller Brothers Fund has the money—then why not try to come up with some answers, and to participate in improving the profession.

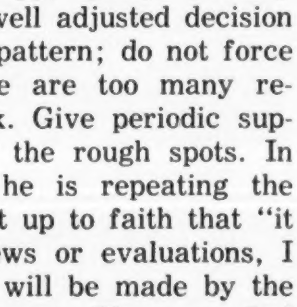
After this reaction, I would also hasten to add that the interview started me thinking that perhaps we in the profession are really contributing to the situation that leads to this long procession of critiques by not really doing a lot for our own cause. Maybe we really want to have something said about us—rather than being ignored. The professional organizations have really done very little to encourage the membership to become really professional. We try to impress and improve various groups by our involvement in societal problems. This approach diminishes our concern for offering services to the individuals within other groups. Perhaps, as I think I read in Ginzberg's statements, we ought to let societal problems be resolved by those who can do so, and restrict ourselves to working with individuals. What I'm trying to say, for example, is: let the system improve the elementary school program so that it will permit guidance to be carried out in that setting. Let the "problems of women" be worked out. Then we can work with the individual problems.

Guidance people really are prepared to do guidance, not solve the problems of administrators or the public. Perhaps, if we, as guidance and counseling people, were to prepare a list of our problems and grievances and present them to people like Ginzberg (who will be read and heard) and the various foundations (who have the money to act) and ask them to become our advocates, rather than judges, we could work out some of the problems we have. Perhaps this type of approach is what was meant when the subject of "activists" was discussed. This action may result in resolving many of the hang ups such as teacher credentials or administrative control by non-counseling people, or lead to adequate financing and organizing of counseling centers.

We need to listen to the Ginzbergs—and to ourselves when we talk of the various settings. A counselor is a counselor, working on a special type of problem—be it in a school, employment or whatever. We owe our allegiance to counseling—not our previous profession.

There are still a number of people in the profession bemoaning the fact that such programs as NDEA, Project CAUSE, etc. are defunct. They really were only "seed" programs that did their thing and are now phased out. I agree with Ginzberg's ideas and comments on training of counselors. There are a lot of students who are preparing themselves—as regular students, not subsidized—to become counselors. Not all of these students are planning on being "school" counselors. Many of them are preparing for other settings. Books like *Career Guidance* and our own attitudes may really be detrimental to these students because they see the chaos, read about our problems, hear our gripes—then, change majors. I think we owe them a developmental, well planned and executed educational program—an active internship and a secure profession. At present we are not doing all we can to contribute to this type situation—neither is Ginzberg.

Finally, as I read the interview, I felt that there is too much made about meeting needs after they arise—putting out fires. I think that a young child demonstrates, very early, a career behavior pattern of some significance. This should be supported so that it becomes natural to progress through the various life stages with a smooth transition rather than restrict, restructure, cause problems, force responses and have a bumpy, jerky journey through life. Move toward a well adjusted decision making process as a regular pattern; do not force "crisis" decisions when there are too many related pressures to let it work. Give periodic support to help the person over the rough spots. In Ginzberg's recommendations he is repeating the same old things and leaving it up to faith that "it will happen." In future reviews or evaluations, I would hope that more efforts will be made by the investigator to get down to cases. They can find out where the recommendations get off the track and specify action. This is not a "cop out" on my part—we, on the job, have unsuccessfully tried to get the program off dead center. Ginzberg level people could do a real service by saying to the superintendent "you are not making changes in your system—shape it up." In the Employment Service the recommendations for greater counselor support goes out from the Manpower Administrator, but get watered down before it becomes reality. Who causes this? I would like to challenge the Ginzbergs to support us where we have failed and investigate this area. This may also have relevance for the professional organizations.



John R. Webber
Director of Counseling
Schoolcraft Community College
Livonia, Michigan

Mr. Webber is a past president of the Michigan Personnel and Guidance Association and is now Vice-President for Post-Secondary Counselors in the American School Counselors Association (ASCA).

I must agree with Ginzberg that not enough followup research has been done by community colleges—great numbers of students attend and then leave, and we don't know why. There are many students on transfer programs who do not transfer to senior colleges. Some of them do find employment and many students do change to career or occupational programs. Our counseling staff (11 full time counselors) work with students who are disillusioned with transfer courses, and they are successful in helping many students in their selection of career programs. However, we do lack information about hundreds of students. One of the problems is that adequate monies for research are not allocated early in the development of a community college and, as the college grows, research projects are in competition with other high-priority items. This isn't a good reason for lack of research, but it is a factual one.

At Schoolcraft Community College, and at many other community colleges, "career" programs were originated with community employer involvement. I would, therefore, dispute his comments regarding lack of community involvement. I can give many instances when community employers and educators talked, discussed and worked to organize a curriculum that would serve the needs of a particular occupation area. These committees have continued to reevaluate the curriculum several years later. I would suggest that the employers and businessmen who worked on these committees could have planned programs broadly as you suggested, but approximately two-thirds of the course work is occupational or technical in scope. They would seem to have wanted skilled workers who could function on the job in a minimum of time.

Your concept of the development of broad curricula with specialization taking place on the job seems to be in conflict with a later statement made in the interview: "I am always in favor of specialized groups doing specialized jobs because I don't think it is in the nature of mankind's fate to have any particular group able to deal with his total situation." Specialization is the direction that community colleges have taken with career programs. Broadening them would not serve the employers' demands. This, of course, causes the problems of obsolescence of jobs, which is why retraining is inevitable in our complicated world of work.

Dr. Ginzberg's comments regarding the focus of counselors on career-type guidance are agreeable to me, but at the same time confusing. I accept the idea that career guidance is very important in the community college; however, it should be part of the total personnel services. I would like to know how career guidance can be performed without considering the total person. The process of career guidance is one where a person analyzes all his personal qualities such as: his interests, abilities, values, strengths and weaknesses—and relates these factors to occupation possibilities. These personal factors describe what I think is the total person. A program of career guidance that doesn't consider all of these factors is going to be less than desirable. The career guidance process must deal with the total human being and his potentiality. Career choices must be made carefully with constant reevaluation. I cannot accept the new philosophy that what you can do for a living (your job) is not important today because of changing working conditions such as shorter work weeks, more leisure time for activities, etc. The unhappy, unstable, depressed people with whom I talk frequently also hate their jobs. So, if the intent is for a counselor to focus on counseling but not to the detriment of the total individual, then I accept this emphasis.

Certainly your comments regarding counseling with adults and specifically women are apropos to the community college setting. The community college, more than any other educational setting, has embraced the total community in offering educational and related services to adults. This facet of community college personnel work is most exciting and challenging. However, we need assistance to improve the quantity and quality of guidance services to adults. Schoolcraft College is having success using group procedures (specifically Human Potential Group Counseling) with adults. Improved skills in working with those adults who are retraining for new careers or updating themselves for their current careers are of great importance to community college counselors.

Kenneth B. Hoyt
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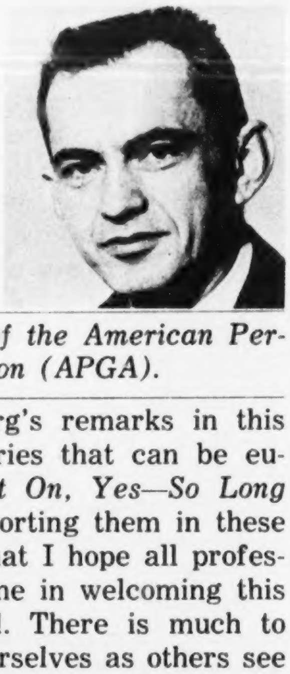

Dr. Hoyt is a past president of the American Personnel and Guidance Association (APGA).

My reactions to Eli Ginzberg's remarks in this interview fall in three categories that can be euphemistically labeled as *Right On*, *Yes—So Long As*, and *Hell, No*. Prior to reporting them in these three categories, let me say that I hope all professional guidance workers join me in welcoming this "outsider's" view of our field. There is much to be gained by thinking about ourselves as others see us. I do not join those who criticize Ginzberg for undertaking this project or for writing as he did. I believe he has made a positive contribution through this book. It would have been much more positive, of course, had he been able to gather more objective and valid data as a basis for the conclusions he reached.

RIGHT ON!

The following conclusions, paraphrased only slightly from Ginzberg's remarks here, represent what I view as valid criticisms of the guidance movement in American society today. We should be working actively to correct each of these conditions.

1. School counselors should be spending more time as change agents in the community by working with business, industry, and labor personnel.
2. School counselors should be more actively engaged in the collection and utilization of local environment information, the utility of which has only a short time span, and thus must be collected on a continuing basis.
3. School counselors should be working more closely with the classroom teachers and should regard teachers as essential members of the guidance team.
4. Community colleges, as they currently exist, are not doing nearly enough in terms of providing occupational information programs.
5. Community colleges should be gathering and reporting much more and better data regarding what has happened to their former students.
6. There currently exists a great need to create an "open entry—open exit" system of American education that combines formal classroom instruction with part-time work experience, with work-study programs, and with full-time employment.
7. Our professional guidance associations are becoming too splintered. There really is a need for a *unified* APGA that can and does speak effectively for the guidance movement in the total society.
8. School counselors should, relatively speaking, be spending more time with students who are not going to college and less time with students who are going to college.
9. School counselors should be working more with parents than they are.

YES—SO LONG AS . . .

I found myself agreeing with many other statements Ginzberg made, and yet worried that some readers might misinterpret what I would regard as their true meaning. For purposes of summarizing both these statements and my fears regarding their possible misinterpretation, I have listed them below in two columns.

I Agree That:	So Long As It Isn't Interpreted to Mean That:
1. Career guidance has, in the past, represented a minor commitment of school counselors.	1. This is still true today.
2. Guidance personnel, in the total society, are heavily concentrated at the high school level.	2. Some should be taken from and transferred to other settings where they are currently in short supply.
3. Counselors should be spending more time in group counseling.	3. Individual counseling should largely be abandoned.
4. Most elementary principals would, if given a free budget line, employ some person other than a counselor today.	4. Today's elementary principals are fully aware of the challenges career education holds for this level of education.
5. Teacher certification should not be required prerequisite for all who aspire to become counselors.	5. Such certification is not desirable for most persons who seek to become counselors in elementary and secondary schools.
6. School counselors should move towards becoming more of an advocate of the student and less of an advocate of the "establishment."	6. The ultimately proper role is to view the counselor as an advocate of the student *and* a member of the establishment, *not* the counselor and the student vs. the "establishment."
7. School and employment services counselors should work more closely with each other.	7. The employment services counselor can, or should in any way substitute for the school counselor.
8. We need systematic and continuing follow-up studies of students and of how school counselors spend their time.	8. Such studies are not now being done, nor that no substantial body of research exists in these areas at the present time.
9. Counselors shouldn't be the only professional educators whose graduate education is not subsidized.	9. They are! The truth is, they never have been!
10. Full time study in counselor education is probably better than part time study.	10. To date, we have no solid research basis for reaching a conclusion on this point.

HELL, NO!

There were five of Ginzberg's comments with which I found myself in violent disagreement. Space limitations will allow me to comment only briefly here on each.

First, I *violently* disagree with his conclusion that little should be done in terms of career development in the elementary school and, thus, elementary guidance should be eliminated. It is at the elementary school level where the values of a work-oriented society can best be taught and effectively integrated into the personal value systems of elementary school children. With the current national emphasis on career education, elementary school counselors are needed more now than ever in the past. This movement needs to be greatly expanded, not eliminated.

Second, I disagree with Ginzberg's expressed worry that community colleges may soon be saturating the labor market with too many occupational education graduates. Even if this threat were real (which it is not), we would certainly conclude, wouldn't we, that a person with a job skill but no job is in a much better position than a person with no job skill and no job?

Third, I disagree with his recommendation that the community college should limit itself to broad occupational education programs and leave specific occupational training up to employers. We know that employers will, as they have in the past, produce the "finished product" but this is quite different from failing to provide the student with a sufficient degree of job skill so that he can correctly be presented to employers as one who is ready to *begin* working in a specific occupation. We can't leave students this much at the mercy of the employer and still meet our prime responsibilities which, of course, are to the student.

Fourth, I completely disagree with Ginzberg's theoretical preference for moving youth counseling out of the school setting. In view of his own recognition of the close relationship between education and vocational guidance and the extreme importance of close counselor-teach working relationships, I cannot understand how even Ginzberg could agree with himself on this position. We must, in elementary and secondary education, continue to fight for recognizing guidance as part of education and the school counselor as a member of the team of professional educators. In urging that we *never* abandon this view, I am, of course, not saying that youth counselors should not also be available in non-school settings. That is a different question.

Fifth, I disagree with Ginzberg's proposed policy of concentrating federal support for the preparation of guidance personnel only on people who are preparing to become teachers of counselors. Today's practicing counselors desperately need financial assistance so that they can keep abreast of changes in this field and secure the retraining and upgrading they so obviously need now. If I had to choose between supporting practitioners and potential practitioners in the guidance field versus supporting those who want to become professors in this field, I would support the practitioners and potential practitioners every time. In my opinion, Ginzberg does our field no service by raising what is essentially a false issue. That is, in point of fact, we need financial support for both.

In conclusion, I must point out that I have no more evidence for my beliefs than Ginzberg has for his. I hope that both of us can admit this and let those who wish to act on the basis of what has been said realize that each will have to form his own conclusions.

John G. Odgers
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Mr. Odgers is Past President of the National Vocational Guidance Association (NVGA).

It is truly with mixed emotion that this reaction is made, since the writer agrees so wholeheartedly with much of Dr. Ginzberg's potpourri of fact and opinion, yet disagrees violently with two or three of his key conclusions which the writer is forced to consider as opinion rather than fact.

It is important that the entire interview be interpreted with the recognition that Dr. Ginzberg assumes, and rightly so I feel, that "career guidance represents a minor rather than a major commitment of the people who are called guidance counselors or specialists in the American scene at this time." It does not follow, however, that we should eliminate guidance services at the elementary level, or adjust the "disproportionate number of counselors working within the high school set up" by placing guidance services out of the schools and making the consumer pay, at least in part, for the services.

Schools have the responsibility to help students develop decision-making skills by the time decisions must be made and to acquire the information and understanding which is a necessary background for decision. Ready or not, important decisions affecting educational choices and ultimate career success must be made by all girls and boys as early as the eighth grade. The background for such decisions, as well as the decision making skills themselves can be developed more effectively with the help of adequate elementary guidance services.

The charge that the profession has been moving toward elementary guidance "because they thought there was money there" is unfortunate and unfounded. As the administrator of federal guidance funds (NDEA, VA, and ESEA III) for one state, I can report a more than eight-fold increase in full time elementary counselors, from 40 to 341, over a five-year period (1966-71) with combined state and federal support of this activity averaging less than $150,000 per year for the entire state, while the local school contribution surpassed three-and-a-half million in '71 alone. These services are growing because they are producing!

Possibly, the negative reaction of Dr. Ginzberg and his group to elementary guidance resulted from lack of adequate definition of the scope and methods of elementary guidance programs. Without supplying the detail, I would like to identify the elementary counselor as *the one resident pupil personnel worker* in elementary buildings responsible for calling on other pupil personnel specialists (psychologist, nurse, visiting teacher, etc.) as needed; providing counseling and consultative services to parents; helping teachers to understand children better (both individually and as a class group); providing teachers with information materials and resources for career development; interpreting pupil and program needs to the principal and the curriculum planners; working directly with pupils in groups and also individually; and coordinating the use of non-school resources. These are legitimate guidance functions. They cannot be accomplished through "a little bit of work in history and civics."

Research studies have shown conclusively that although compulsory school attendance laws delay most school dropout until early high school, the problems which ultimately result in dropout usually begin to appear well before the end of elementary school in the form of deterioration patterns such as increasing absence and truancy, discipline problems, failure, and an obvious dislike of school. The answer to most dropout problems lies in the strengthening of elementary education by diagnosing learning difficulties and developing effective remedial programs, by strengthening the teaching of the basic skills, and by making learning experiences more interesting and relevant. The counselor has a key role to play as diagnostician and change agent. Adding a teacher and reducing class size by three or four will not solve these problems to the extent that they can be reduced by the employment of a qualified counselor. If the training of guidance personnel fails to give them a "chance to be very useful in the elementary school," it doesn't necessarily follow that the program should be eliminated. Possibly the training should be improved!

Changing the topic somewhat, I would like to share Dr. Ginzberg's emphasis on group approaches to guidance. From where I sit, I see more and more guidance objectives being met through curricular approaches wherein the counselor may be doing a special kind of teaching, or developing instructional aids and units of work for other teachers, or consulting with teachers on new approaches, or providing inservice education for teachers. If the counselor is to fulfill these responsibilities, there well may be some justification for including teacher education and teaching experience as an aspect of the counselor's education. If we eliminate teaching experience as a requirement, its value certainly should not be overlooked. If dropped as a requirement for counselor certification, it is my personal feeling that it should be replaced by a supervised internship in a school setting. I am referring, of course, to the preparation of school counselors.

Although space does not permit rebuttal, I cannot move along without calling attention to two or three "clunkers" dropped by Dr. Ginzberg during the interview, which should be rebutted. Here they are:

> Let the young person assume that he will eventually get his occupational training on the job.
>
> We came away with the impression that a very large proportion of counseling time was devoted to a relatively small number of troublesome youngsters. [*Troubled*—maybe, *troublesome* —no!]
>
> We do not believe that the elementary school is a logical place to do very much more than the simplest orientation to the world of work. Guidance was entirely too much a kid's affair and too little emphasis was put upon adult work and adjusting to work.

[Must these be mutually exclusive? Why not promote both?]

My final point of concern relates to Dr. Ginzberg's apparent agreement with Armor's conclusion that how upper income parents pressure their children regarding college can be labeled guidance. In many cases this is serious misguidance and does more harm than good.

My time is gone; my reactions have been primarily to the points with which I disagree. In closing, I must express my strong agreement and support for more of Dr. Ginzberg's points than the number with which I disagree. They don't need further elaboration in this paper but should be listed to keep the record straight. Here are a few of Dr. Ginzberg's key points which I fervently espouse:

1. There is a need for more career emphasis in guidance. "The major job for the bulk of the population that the counselors ought to be attending to at the school level has to do with educational and career planning."
2. Counselors should do much more tapping of community resources; guidance must become a function of the larger community.
3. We need to strengthen the guidance services of the employment service and improve school-employment service cooperation.
4. We need more guidance services for young adults and mature adults. (But not at the expense of those still in school!)
5. We need to improve the type of information available for dissemination.
6. We need to do more dovetailing of the curriculum with the labor market.
7. We need to do more followup to know what happens to those who use our services.
8. We need better trained guidance people; we need to do more for the trainers of guidance personnel.
9. We need to use the profession as consultants.

10. We need to make better use of paraprofessionals.
11. We need more group approaches, and we need to make better use of teachers.
12. We need to separate the functions of counselors and psychologists.
13. We need to sharpen the distinction between administrative personnel and staff personnel who are really client oriented.

In closing, I would like to say thanks to Dr. Ginzberg for not shrinking from a task when he knew the end product would do what it has already done: shake up those in the field who have become too complacent. If, in the process, he has also aroused a few of us who do not think we are in the complacent category, he has done us a favor by alerting us to the need for better communication of our points of view and better dissemination of the results of career development and career education programs and program elements which are currently in the process of design, development, and validation through field testing.

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advocate

In all future issues, **Impact** will offer a section entitled "Advocate," devoted to presenting the stand of Impact on professional and national concerns. This department is intended to encourage counselors to examine their own views on important issues and to actively advocate what they believe to be in the best interests of clients and counselors.

(Points of view or opinions in **Advocate** will represent official Impact position.)

feedfore

Impact is in the process of creating a Futurist Advisory Council composed of distinguished counselors and behavioral scientists. The Council will advise **Impact** of important events and developments that will affect counselors and guidance and student services. The Council will be particularly concerned with identifying for counselors developments growing out of research, new legislation, governmental plans and decisions, professional meetings, and national economic and social changes as they are emerging, so that counselors will have the opportunity to make appropriate personal and programmatic plans. To be forewarned is to be forearmed, and through **Feedfore, Impact** will prepare counselors for effective coping with the future.

CAREER
Career Guidance Practices
You Can Adopt
START PLANNING

Recently, a number of exciting career guidance approaches have been developed throughout the country. These approaches have been designed to meet specific career guidance objectives with specific audiences. In part, their excitement lies in the fact that they are systematic attempts to provide career guidance services to large numbers of students.

Although the one-to-one interaction between counselor and student plays a vital role in vocational development and career planning, it has become clear that new methods of providing basic services to all students need to be developed. A major problem in providing these comprehensive career guidance services is the amount of time, resources, and money needed to develop and implement quality services. It is probably impossible for each school in the country to develop, independently, a complete career guidance program. It is, therefore, crucial for the counselor to be alert to the various approaches currently being developed by others.

The following descriptions provide information on some career guidance approaches which are actually in current use and which are potentially adoptable in local districts. [Portions of these descriptions are borrowed from the soon-to-be-published Career Guidance Handbook, *developed jointly by the ERIC/CAPS Center and the Center for Vocational-Technical Education at The Ohio State University.]*

CONTRA COSTA MOBILE COUNSELING CENTER

Use of mobile services in career guidance allows (1) increased counseling services for students in hard-to-reach areas; (2) increased staff training for these areas; and (3) greater availability of career guidance resources. Although mobile units have frequently been used in rural areas, Contra Costa College, San Pablo, California, is using a mobile unit for community outreach activity. This mobile unit is a response to the need to communicate the training possibilities at the community college to potential students in poverty areas of the city. Specific goals of the unit are: (1) to extend counseling services to the community; (2) to reach potential students who would not otherwise receive counseling services; (3) to bridge the communication gap between college and community; (4) to encourage educational-vocational decision making; (5) to strengthen the image of the college in the community; and (6) to encourage youth to attend the college. The mobile unit itself is a self-propelled mobile home. It is attractively decorated and is divided into two major counseling areas. The front compartment has several chairs and tables, and can be used for a reception area, for group counseling, for showing slides or filmstrips and/or for displaying vocational information. The rear compartment is equipped with two stationary chairs, one portable chair, a filing cabinet, a desk and a bookcase. This compartment is designed exclusively for individual counseling. The unit is staffed by one counselor and one paraprofessional, and activity is concentrated in that area of the district having the largest disadvantaged population. Major stress is placed on individual counseling with those individuals who are interested either in entering Contra Costa College or some other job-training facility. Clients typically include high school dropouts, unemployed high school graduates and displaced workers. These clients are referred to the mobile counseling center by community agencies such as state, county and social service agencies; community action groups; clubs; religious groups; and special schools in the surrounding area. Counseling focuses on informing clients both about programs available at the community college and at other training centers in the community. [Further details concerning the program are available in ERIC Document ED 043 332, or by contacting Contra Costa College, San Pablo, California.]

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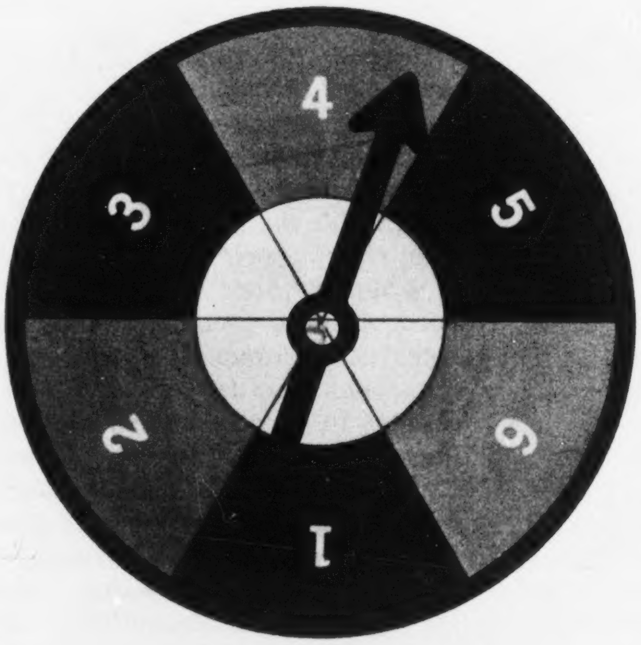
As a school considers incorporating a mobile counseling facility, the following principles should be considered: (1) mobile services are designed for hard-to-reach populations including both geographically and culturally isolated students; (2) while quite elaborate physical mobile units can be designed, it should be remembered that the quality of the services is influenced more by the nature of the staff than by the nature of the unit itself; (3) mobile services should be viewed as a means of strengthening existing services rather than a substitute for them; and (4) many mobile educational units have paraprofessionals who provide clerical help and basic guidance services, thus freeing professional time for counseling and training.

LIFE CAREER GAME

Simulated career guidance activities allow students to practice various career-planning behaviors in a game-like situation. These activities (1) help the student develop an accurate understanding of the world of education and work, (2) provide a nonthreatening opportunity to explore this world, (3) stimulate interest in planning for the future, and (4) motivate students to adopt an information-seeking stance. The *Life Career Game* is a commercially-available game which simulates certain features of the labor market, the "education market," and the "marriage market," as they now operate in the United States and as projections indicate they will function in the future. By playing the game, students gain an understanding of these institutions and some advance experience in planning for their own future. Specific learnings include: (1) how the life cycles of men and women are patterned, including the kinds of career decisions that persons in our society must make at various points in their lives; (2) the way in which decisions about occupations, education, family life, and the use of leisure time are interrelated; (3) what factors affect a person's success and satisfaction with his education, his job, his marriage, and his free time; and (4) what kinds of educational and occupational opportunities are open to individuals with varying sets of personal characteristics, and how to locate and use reference materials which contain this type of information. The game can be played by any



number of teams, each consisting of two to four players. Each team works with a profile or case history of a fictitious person. The game is organized into rounds or decision periods, each of which represents one year in the life of this person. A game runs for a designated number of rounds. During each decision period, players plan their person's schedule of activities for a typical week, allocating his time among school, studying, job, family responsibilities, and leisure time activities. In addition, there are certain activities, i.e., a job or higher education, for which a person must make some kind of formal application and be accepted. When players have made their decisions about the person for a given year, scores are computed. The scoring tables and spinners are based upon U.S. Census and other national survey data. They show what this person, given his character, his past experiences, and his present efforts, would probably achieve in the areas of education, occupation, family life and leisure. [The *Life Career Game* is available from Western Publishing Company, School and Library Department, 150 Parish Drive, Wayne, New Jersey. ERIC Documents (ED 016 268, ED 010 076, ED 010 077, and ED 012 939) are reports of programs which use the *Life Career Game* in career guidance.]

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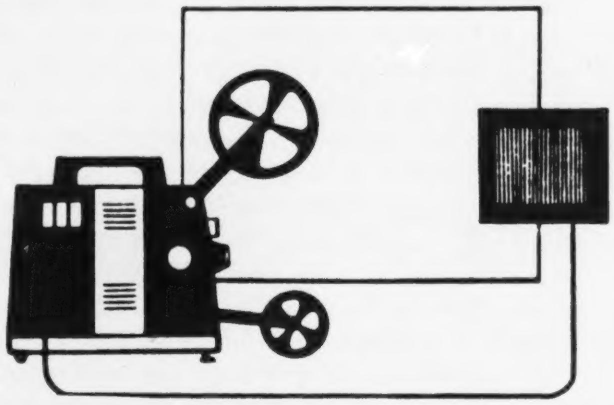
As any school considers incorporating a career simulation experience, the following principles might be considered: (1) students find simulated experiences motivating and enjoyable—therefore, the teacher and/or counselor who is supervising the simulated experience should support this enjoyable atmosphere; (2) simulated experiences represent real environments—therefore, it is essential to evaluate the information presented through the simulated experience in terms of its appropriateness for the population with which it is used; (3) simulated experiences are non-threatening substitutes for real experience so when supervising students in these experiences, the teacher and/or counselor should encourage this experimental stance rather than force student commitment to a particular stance; and (4) although simulated experiences provide a model of vocational information—seeking and decision-making behavior, students will need follow-up activities, i.e., occupational materials or group counseling situations, to practice applying these behaviors to their own vocational planning.

MANPOWER AND ECONOMIC EDUCATION PROGRAM

Increasingly economic and manpower education is being viewed as important educational experience for all students. In order to think vocationally, it is necessary to understand the basic economic system which supports the various occupational possibilities which are open in society.

A major curriculum has been developed for use with junior high school students to help them acquire an understanding of the economic process and the role of work in the life of men and women, and further explain how young people can enhance their future employability by their own knowledge, skills, motivation and behavior patterns. This curriculum consists of 75 separate lessons which can either be used as a separate one-semester course or incorporated into a two-semester course. Major areas covered within the curriculum include: (1) The World of Economics; (2) Technology and Change; (3) Economic and Noneconomic Dimensions of Work; (4) Rational Decision-Making and Career-Planning; (5) the Manpower Market; (6) Occupational Opportunities in the U.S. Economy; and (7) Manpower Skills and the Economic Value of Education. Each of the 75 lessons contains: (1) a concise abstract outlining the central topic or theme to be studied; (2) the core of the lesson including questions to be answered by students and statistical data which allows the student to test his understanding of basic principles; and (3) a summary paragraph which reviews the essential understandings which the students should have derived from the lesson. [Complete curriculum materials are now available for use by schools. The two major resources are the student materials entitled, *Manpower and Economic Education: Opportunities in American Life* and the teacher guide entitled, *Teacher Manual, Manpower and Economic Education*. These materials are available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.]



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As any school considers incorporating a manpower education component into the school curriculum, the following principles might be considered: (1) manpower and economic education are increasingly being viewed as an essential school learning which is necessary for effective adult living; (2) basic manpower and economic information can be introduced as a separate curriculum or incorporated as part of another school subject such as social studies; (3) although manpower education can be introduced at any time, it has been suggested that it should be a continuous experience with changing emphasis being offered at each level, kindergarten through twelfth grade; and (4) although manpower education can help students understand the importance of individual career planning, it is not an automatic process but rather one which requires coordination between the staffs involved in economic education and career guidance.

SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE)

There has recently been considerable stress on developing vocational exploration curricula which: (1) encourage exploration of self in relationship to the world of work; (2) provide specific learning objectives; (3) present specific classroom activities; and (4) provide instruction about specific teaching procedures which might be used within the classroom.

The Oregon State Department of Education has developed a one year course designed to assist ninth graders with educational and career planning. The course is entitled, "Self Understanding through Occupational Exploration." The goals of the program are to enable students to gain knowledge and understanding of possible future goals and job opportunities, to develop skills in applying for work via application and job interviews, to gain understanding of the employer's viewpoint and requirements, to broaden knowledge of the general economic structure as related to labor force needs, to understand the importance of opportunities offered through high school and post-high school training programs, and to assess his own strengths and weaknesses. A complete teacher's guide to this program is available. Contained in the guide are ten basic units including approximate time required for the unit, specific objectives for the unit, and specific classroom activities designed to meet the objectives. Also included in the guide are suggested resources for use in the program, sample letters to parents describing the program and suggestions for evaluating the program's effectiveness. The ten units include the following areas: (1) introduction to program; (2) self appraisal and self understanding; (3) relating the school to occupational planning; (4) the individual's role in the economic system; (5) preparing students for in-depth career study; (6) exploring jobs primarily involving work with data; (7) exploring jobs primarily involving work with people; (8) exploring jobs primarily involving work with things; (9) evaluating experiences and planning ahead; and (10) student evaluation of the course. [The complete SUTOE Teacher's Guide is available through the ERIC System (ED 024 965). Further information is available from the Division of Vocational Education, Oregon Board of Education, Salem, Oregon 97310.]

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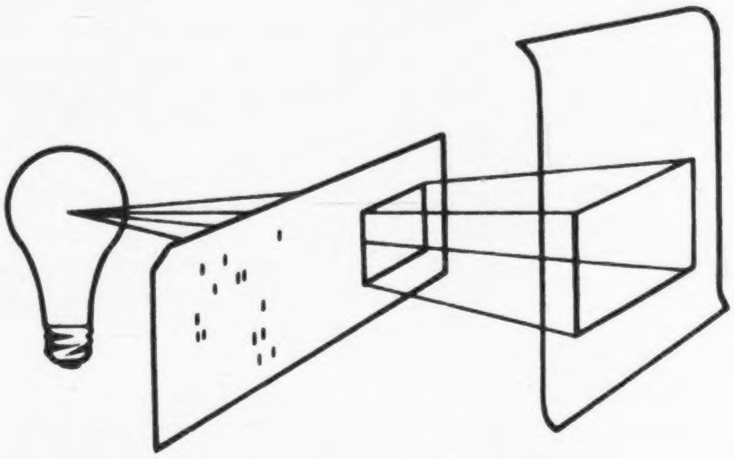
As any school considers incorporating a vocational exploration curricula, the following principles might be considered: (1) there are basic vocational exploration skills which can be learned by all students; (2) if all students are to learn and apply these skills to their own vocational planning, some method in addition to one-to-one counseling will probably be needed; (3) others have been successful in specifying these exploratory skills and designing curricula which enable large numbers of students to learn and practice these skills; (4) any vocational exploration curriculum needs to be carefully designed to include learning objectives, suggested learning activities, and suggested instructional methods; and (5) these curricula are most successful when they maintain an individualized, guidance point-of-view allowing for group discussion, individualized activities and active involvement in learning.

VITAL INFORMATION FOR EDUCATION AND WORK (VIEW)

The need for current, local occupational and educational information has long been a concern of vocational guidance activities. Recently, master systems have been developed which provide a model for these services which: (1) collect current information about local educational and occupational opportunities; (2) effectively communicate this information to students; (3) provide supportive counseling and guidance services to help students make educational-vocational plans based on the information; and (4) provide in-service-training to counselors and teachers to prepare them better to work with these students. Project VIEW is conducted by the San Diego County Career Information Center and serves a student population of approximately 30,000 students in 30 secondary schools in San Diego County. Career information is produced for all occupations requiring less than a baccalaureate degree for which training is available and for which local job opportunities exist. This information covers approximately 200 occupations, and is produced at the regional level and then disseminated to all of the schools participating in the project. The basic dissemination tool is a data processing card containing a microfilm of four pages of information placed into an aperture in the card. The occupational briefs, called VIEW scripts, consist of two cards for a given job. One card contains four pages of information applicable statewide while the second card contains three to four pages of local area information. The microfilm aperture cards can be used in standard microfilm readers and/or reader-printers which allow a student to print out a hard copy of the materials. The aperture cards are keypunched to provide data processing capabilities for filing and retrieving the cards. In summary, Project VIEW collects, organizes, and synthesizes var-



ious types of information. VIEW packages the data in a compact form so that a counselor is not crowded out of his office space by hundreds of publications, catalogs, and occupational briefs. The VIEW system makes the initial career investigation step easier for students and counselors by providing compact easy-to-read information on jobs, financial aids and colleges in a form that is readily accessible and continually updated. Although the VIEW system was developed for use in San Diego County, several other school districts in the United States are now utilizing the basic VIEW system. [ERIC Documents (ED 015 513, ED 026 675, and ED 029 318) present descriptions of the development of the VIEW system. For further information on VIEW contact Dr. Edwin Whitfield, Guidance Coordinator, Department of Education, San Diego County, San Diego, California 92111.]

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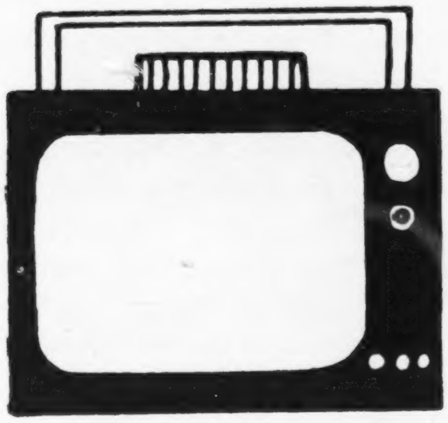
As any school considers incorporating a local career information system, the following principles might be considered: (1) these career information systems are developed to provide specific, current information about local and regional educational and occupational opportunities; (2) the collection, synthesis and analysis of the information and the development of special materials to communicate the information to students is completed by a regional educational unit and is usually supported by state-level funding; (3) standardized procedures are developed which allow for ease of data collection and for easy-to-duplicate, compact systems which can be provided to a number of counseling programs throughout the regional area; (4) as with all new practices, special training procedures for counselors, teachers and students are needed to insure proper use of these systems; and (5) follow-up studies of students who have used the materials are usually conducted to provide a basis for the revision of materials and the selection of new types of information to be added to the system.

WORLD OF WORK TELEVISION SERIES

A major goal of career guidance is to facilitate vocational exploration for all students. A number of media materials are being developed for classroom use which: (1) encourage students to think vocationally; (2) broaden their perceptions of the world of work; (3) help them check their understanding of the world of work against reality; (4) help them discover broad areas of work which interest them; and (5) motivate them to seek further information about the world of work. The Minneapolis Public Schools have developed a closed circuit television series for ninth grade students. The series is designed to give a broad overview of several occupational clusters. Specifically, it is intended to present information on occupational areas, job families and related types of work possibilities; to stimulate further investigation by the students into the world of work; and to provide a basis for program planning for the senior high school years. The series was produced utilizing the services of fifty people employed in the Minneapolis area. Each individual discusses his job, the training needed, the type of work performed, his attitude toward his work, and general reactions. The series consists of eleven different programs each of which describes an occupational cluster based on the interest categories of the Kuder Preference Record. The program topics include the following: (1) How to Study; (2) Working in the Outdoors; (3) Working with Machines; (4) Working with Numbers; (5) Scientific Occupations; (6) Business Contact Occupations; (7) Artistic Occupations; (8) Working with Ideas; (9) Music and Related Occupations; (10) Working with People and (11) Clerical Occupations. In addition to the television series, a complete teacher's guide for use of the series in the classroom is available. The guide is based on the idea that the use of media must be accompanied by supportive classroom activities which involve the students in the media presentation and suggest further activities for exploration of the occupational cluster presented. This teacher's guide provides information on what is contained in each television program; suggested questions for students to consider while viewing the program; follow-up activities to be completed after the program; and occupational information resources which are related to the topic of the program. [ERIC Document (ED 031 723) is the Teacher's Guide for this "World of Work" series. Further information about the series can be obtained from the Minneapolis Public Schools, Minneapolis, Minnesota.]



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As any school considers incorporating a series of media materials for use in the classroom to encourage vocational exploration, the following principles might be considered: (1) the information presented should be about broad occupational clusters rather than specific occupations; (2) the goal is to provide broad information about shared characteristics of occupations within a cluster rather than specific information about individual occupations; (3) the message must be appropriate for the particular student group and should therefore be motivating, geared to the student's experience and vocabulary level, and accurate; (4) the students should be involved in the media rather than be simply passive viewers; and (5) media should be used in conjunction with other learning activities.

It is difficult to make an over all assessment of the effectiveness of your career guidance program without reference to an outside norm. You need a vehicle to assist you in identifying what important functions your program is responsive to and where new emphasis needs to be built into the program. This short inventory is designed to assist you in gaining perspective as to where your program "is at". By responding as to whether the functions described are ones which your program is now dealing with, you can inventory what functions you are performing which are deemed important by consensual professional judgment. Conversely, you can learn what functions with high professional endorsement you are not now performing. The information gained from the forementioned inventory should be regarded as suggestive and illustrative rather than definitive and diagnostic. The intent is to provide some guidelines by which you can move and hopefully interact and discuss regarding your career guidance program. It should stimulate you to ask "what are we doing," "why are we doing it," "what is happening," and "is this what we should be doing?"

Whatever validity this inventory has is informal (a new type of validity?). There are no validity coefficients or well-developed scoring norms available. It was constructed by a small group of "free spirits" (you can read into that what you want!) who "blue skied" over what they thought were essential functions of a superior career guidance program. The task proved both easier and harder than expected.

Despite the diversity of backgrounds and experience, agreement as to what functions should be covered came comparatively easily. Writing the statements in a way they could apply across different settings and educational levels proved very difficult. We have, despite some strong reservations, provided a scoring key. Do with it what you will. If you knock the top off it, you either have a damn good program or you are a damn good liar. Either classification is not without merit. If you score low, you will at least know that some of your peers feel you need to get with it. Or—you can yell "foul," argue like hell, and question the validity of the whole process. But that's not all bad. A more activist counselor stance is probably needed—so we did something to get you into orbit!! So if you're a risk taker, give it a try. No promises made. But you just might be the better for the experience.

Rate Your Career Guidance Program

A Self-Administering Inventory of Programmatic Strengths

INSTRUCTIONS

For each of the questions you should answer yes or no for the program you are associated with. If you really can't apply an item to your program and it's not just a "cop out," you can respond with a "not applicable" (NA). Work fast. There's no point in trying to rationalize that you're doing something you're not.

1. Does your staff typically have one or more discussions per month relating to labor market and/or economic developments?
2. Did one or more members of your staff attend meetings on career planning and/or vocational development at APGA in Atlantic City?
3. Has there been, during the past year, systematic assessment of the program by students who have gone through it?
4. Has there been an organized means to obtain parental reaction, etc., to the career assistance received by their children during the past year?
5. Have books and journal articles dealing with career guidance been systematically reviewed and discussed by your staff?
6. Have one or more new career guidance procedures, identified through ERIC/CAPS or journals been adopted during the past year?
7. Do alternative career guidance procedures to the established program exist for users, e.g., liaison with employment counselors, community

centers, draft counseling?

8. Have objectives for career guidance for each grade level been established?
9. Have one or more members of your staff visited guidance programs in the state with the intention of examining these programs for possible items to adopt for their career guidance program?
10. Has a proposal been developed to obtain additional funds from the state department for expansion of your career guidance program?
11. Have new emphases and resources been introduced into the program to respond to the special career guidance needs of the culturally different, women, and school leavers?
12. Does your program lead to the development of a career plan for all students, and is that program reviewed with each student *yearly*?
13. Are members of the vocational education faculty members of the planning and decision making structure for the guidance program?
14. Have relationships been established with the employment service for the sharing of information on local job opportunities, labor, and mutual work on counseling and placement for school leavers?
15. Has placement been provided for all students and out of school youth?
16. During the past two years, have members of the guidance staff attended workshops devoted to familiarization with new occupations developing in business and industry?
17. Are student, self-directed occupational resources available?
18. Through liaisons with individuals in industry and business, are you able to provide for occupational exploration activities by students?
19. Are there in-school opportunities for students to explore and experience working at different occupations, e.g., clerical work, food service, computer operation, and plant maintenance?
20. Are teachers in specialized areas encouraged to discuss and explore vocational opportunities with students?
21. Have occupational resources been reviewed during the past year for such factors as recency of data, freedom from bias, and coverage of new occupations?
22. Do you use older students to assist in career guidance activities with younger students?
23. Does your career guidance program provide for planned interaction between students and professionals and/or volunteers?
24. Have you worked with all teachers to help them develop career planning outcomes for their course offering, i.e., relate their subject in other areas to occupational areas?
25. Does your school make available to all students a career exploration and planning unit and/or course which occurs within the classroom—for example, social studies class or special one semester course?
26. Has your guidance staff conducted inservice training sessions for teachers on career development within the last year?
27. During the past year, did you meet with parents to help them understand the nature of vocational development and to help them initiate plans for future support of their child's career plans, i.e., initiate savings for post-high school training?
28. Does the career planning course represent the input and mutual planning of students, teachers, community representatives, and parents?
29. In implementing your career exploration and planning curriculum, did you utilize a staff manual and special training sessions?
30. When your staff designs new career guidance experiences, is it done with existing resources in mind, i.e., video tape equipment, movie projectors, etc.?
31. When you purchase a new guidance resource—for example, a filmstrip, career information file, or career books—do you immediately plan how the materials will be used by students and which type of followup counseling services will be offered?
32. Does your career information center contain materials other than written materials—for example, tape recorded interviews, filmstrips, movies, and/or simulated work experiences?
33. Are you aware of and do you use the services available to you from your local educational unit, such as your intermediate school district office? These services may include mobile units, localized career information services, computer services, etc.
34. Are you actively working to stimulate school curriculum innovations which facilitate career exploration and trial, for example the mini-course concept where students sample a number of occupational areas?
35. Whenever you use a new career guidance approach, do you evaluate the effectiveness of the guidance procedures being used—for example, in a group guidance session, the appropriateness of group size, group composition, and counselor interventions?
36. After students have participated in career guidance experiences, do you collect data on their subsequent career planning behavior to determine whether the program objectives have been successfully met?
37. Do you keep systematic records of all career guidance activities, i.e., number of students served, number of contacts with each student, and/or types of guidance activities, and present this data to the administrative staff as a basis for program support and funding?
38. Do you periodically evaluate your career guidance activities to determine their relative effectiveness in comparison to other possible activities in terms of staff time and resources required?
39. Do you continually collect data about the current status of past graduates and make this

data available to current students for use in educational and career planning?

40. At least once a year, do you meet with other counselors in your system to review and/or revise career guidance objectives, thus insuring continuity for students as they progress from kindergarten through post-high school education?
41. Do you have career guidance opportunities available for out of school youth and parents during other than school hours, e.g., evening hours, weekends?
42. Do you provide the opportunity for out of school work-study programs for your students?

SCORING

Add up the number of *Yes's* you have circled and find your place on the scale below.

42-38 Right On! How about writing up your program and sending it to *Impact*.
37-33 You're second best—try a little harder.
32-28 You're sitting on the fence—forward movement is indicated.
27-23 You may know where it's at, but you're not there!
Below 22 You didn't exactly win the prize!!

Editor's Note: *Each of the items in the inventory represents a function or program feature which the* Impact *assessors (or do you think assassins?) associate as desirable and needed. Collectively they represent the basics of an impactful program. Not every program can or probably should cover all the areas specified. But a program should cover* most *of them.*

You may wish to group the items together in sub-classifications (program renewal, use of resources, accountability, etc.) and review how well you are doing in the different areas. In any case, don't sulk, or silently dream. Interact on how you scored and what it means. And if you're of the mind, let us know where you are about it all.

If this inventory has stimulated you to want to discuss career guidance programs and learn about and rap on new procedures and programs you ought to go on a "career trip" by coming to the Impact *workshop. No busts or mindblowing just learning where career guidance is at. It's happening December 3 and 4, 1971. (See page 33 for details)*

Do you have an article written or an idea for one you would like to write? If so, why not submit it to Impact. We will be glad to evaluate it for possible publication. Submit copy in double-spaced typewritten format. Manuscripts will be returned only if accompanied by return envelope and postage.

joy/us
celebrations

exist
dance

guilt is in the past
anxiety in the future
where is your mind
NOW

be
no
bull

peace

yourself
together

you limit yourself
unlimit yourself
limit less

real
eyes
don't
conceptual
lies

life
is

breath
taking

and
giving

From **What to Do Till the Messiah Comes,** Bernard Gunther, Collier Books, New York, 1971. Used by permission.

searchlight

Relevant Resources in High Interest Areas

Searchlight *focuses on identifying and making available relevant resources on topics of current interest to counselors. Each* Searchlight *packet contains a bibliographic listing with abstracts and annotations. Citations are taken from three major sources: 1) documents—submitted for inclusion in* Research in Education (RIE); *2) journals—selected from over 500 journals screened for the* Current Index to Journals in Education (CIJE); *and 3)* Dissertation Abstracts. *Ordering information for the complete documents is included.*

Impact *searches provide the means for a counselor to obtain an intensive and extensive search of an important area rapidly and at low cost. (Orders for all* Impact *searches are mailed the same day they are received.)*

Impact offers the following type of search packets:

Retrospective Searches—These searches will cover materials in *RIE* from November 1966 through June 1971, CIJE from January 1969 through June 1971 and *Dissertation Abstracts* from January 1968 through June 1971. Each search will cost $1.00.

Current Awareness Searches—These are semiannual updates to the Retrospective Searches. The first update will cover the time period from July 1971 through December 1971 and be announced in the Winter issue of *Impact*. These searches will be in the same format as the retrospect searches and the cost will be $1.00 per search.

Demand Searches—These are individually contracted searches and the cost of these searches will be made on an individual basis.

Impact *solicits suggestions and ideas for* Searchlight *and encourages readers to send in nominations.*

Listed below are the Retrospective Searches which are now available. Later semi-annual updates of these searches will be offered if there is sufficient interest in them.

1R **School Discipline and Student Rights**—The defined civil rights of students at the high school and college level, and recent legal pronouncements. (35 documents retrieved)

2R **Counseling the Pregnant Teenager**—Attempts by several school systems to provide medical, psychological and educational support for this population group in order to prevent dropping out of school. (18 documents retrieved)

3R **Articulation**—The mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (50 documents retrieved)

4R **Counseling for Drug Abuse**—Techniques and school programs for education and prevention. (42 documents retrieved)

5R **Counseling for Achievement Motivation**—Suggested techniques for use in school and at home to increase levels of motivation. (27 documents retrieved)

6R **Improving Counselor Public Image**—Ways in which the profession can involve the community, thereby creating a more favorable counselor image on the part of the public. (28 documents retrieved)

7R **Program Evaluation and Accountability**—Methods of program evaluation and the extent to which programs and counselors themselves are effective in contributing to favorable student development. (28 documents retrieved)

8R **Parent Counseling**—Ways in which the school can involve the parents in the educational and social development of the child. (34 documents retrieved)

9R **Confidentiality**—The ethics involved in student record-keeping and privileged information, together with recent legal decisions in this area affecting the counselor. (27 documents retrieved)

10R **Students as Resources**—Different ways in which students can be employed as volunteers in the school and community. (35 documents retrieved)

SEARCHLIGHT ORDER FORM

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Enclose payment with order
No cash please.
Make checks payable to The University of Michigan.

Return form to: **Impact/Searchlight**
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Ann Arbor, Michigan 48107

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Check the opposite page for details...

December 3 and 4, 1971
Ann Arbor, Mich.

Impact
Workshop on Career Guidance

This Workshop is designed for the counselor who is interested in using new career guidance resources but has little time to survey what is new and exciting in the field. The goal is to provide a smorgasbord of career guidance resources and help you plan how you can use some of these in your own program.

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DREAM ABOUT WHAT YOU CAN DO IN YOUR OWN PROGRAM
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USE OF THE ERIC COLLECTION
RESOURCE CENTER FEATURING NEW MATERIALS
OPPORTUNITY TO USE NEW CAREER GUIDANCE MATERIALS
VIEWING FILMS DESCRIBING CAREER GUIDANCE PRACTICES
TALKING WITH PEOPLE WHO HAVE DEVELOPED THE MATERIALS
HEARING STUDENT REACTIONS TO CAREER GUIDANCE SERVICES
DISCUSSING CAREER GUIDANCE ISSUES
CONSULTING WITH WORKSHOP STAFF ABOUT YOUR PROGRAM IDEAS
PLANNING YOUR OWN CAREER GUIDANCE ACTIVITIES
FOLLOW-UP CONSULTATION WITH STAFF
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By attending the workshop, you will be able to develop concrete program ideas which you can implement as soon as you return to your school.

The **Impact** Workshop on Career Guidance will be held December 3rd and 4th, 1971 in Ann Arbor, Michigan.

Please send me additional information on the **Impact** Workshop on Career Guidance:

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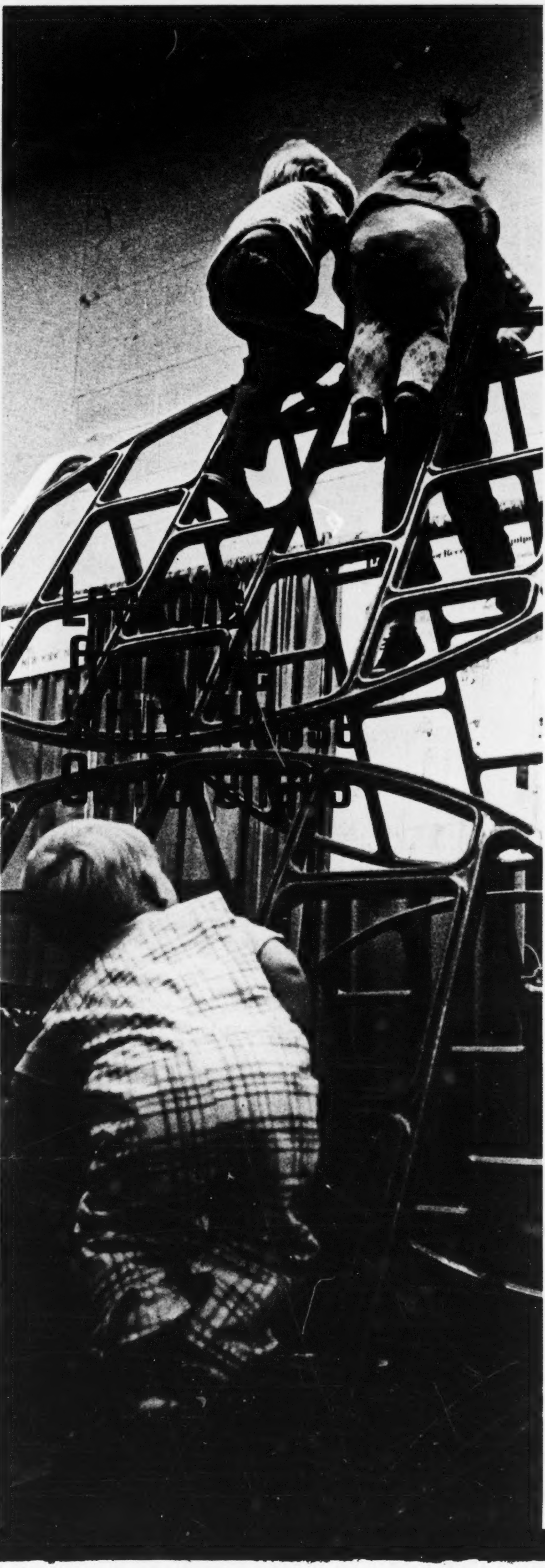


The White House Conference on Youth

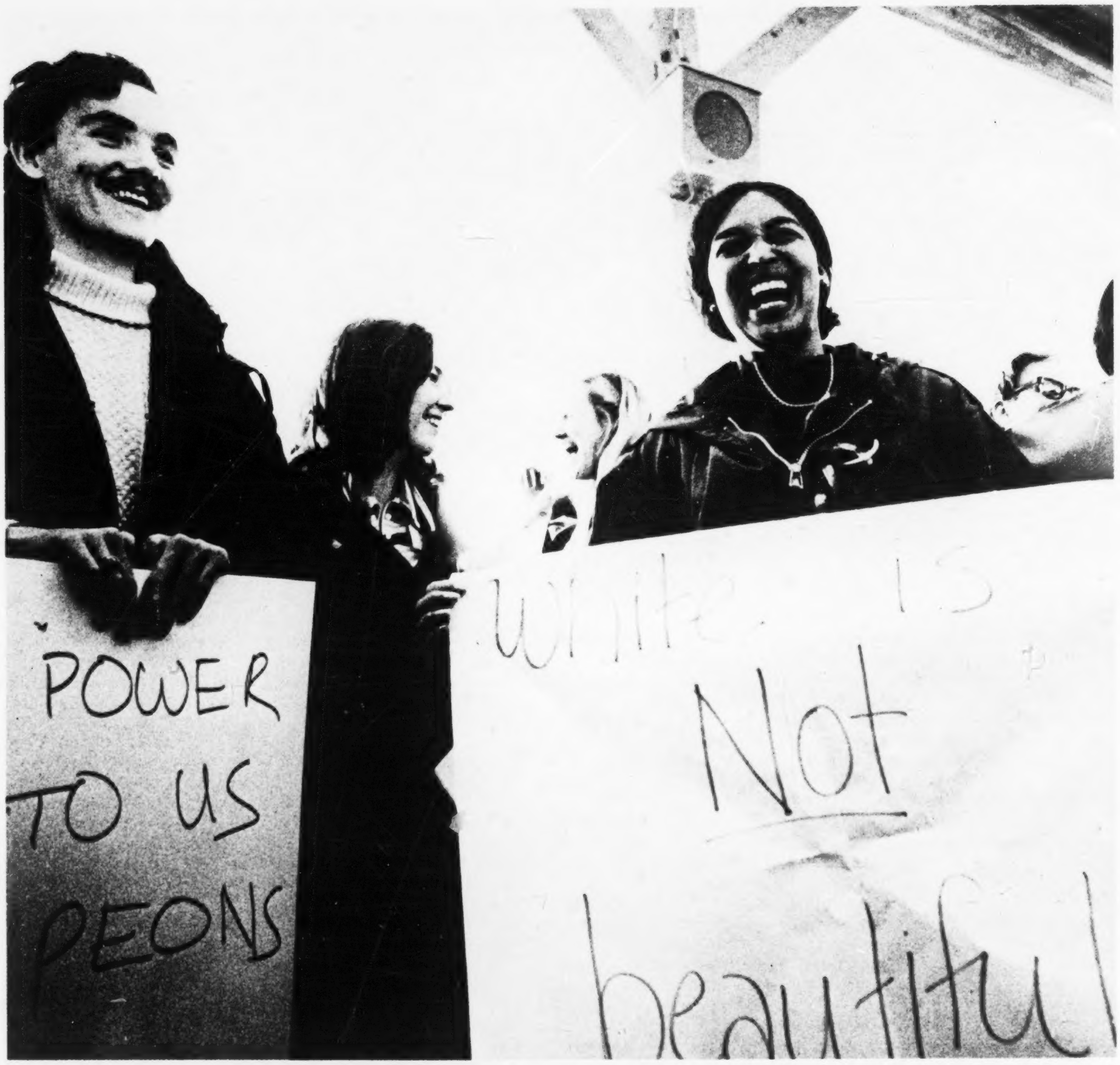
A Preliminary View of the Experience and Possible Implications for Counselors

To be both deeply involved in an experience as well as interpretive and reflective about that experience is difficult at best. But such is what I wish to do with regard to the White House Conference on Youth. In one sense, I felt that it was important that I participate as a representative of my professional association and that inputs made could be important in terms of future planning and decision making relative to guidance about the country. At the same time, it was an unusual opportunity to observe and interact with youth and to learn their views and impressions of counselors and counseling. So I had the dual role of being both an active participant and a reflective observer and analyzer.

The White House Conference on Youth was a huge affair, with many dramas and many very different scenarios going on concurrently. When I asked a newspaper reporter how she could cover all the activities, she smiled and replied that she was making no attempt to do so, but only to write about some of the experiences that she was having. I think that is the only honest approach. I really cannot say that the students who were present at the conference were representative of the youth of the country, or that the activities that I participated in were representative of those occurring at the conference or even in my own task force. Hopefully, my remarks can be seen as a series of images and impressions of someone who sought to be contributive to the conference, but who also was analyzing the experience in such a way that he could be communicative to others as to the personal impact of the experiences he underwent. I believe, however, that I can organize my remarks best along two lines: first, what I observed regarding the conference that may be relevant and meaningful to counselors; and second, what implications I can draw from those attending, both individually and collectively.

Observations

1. In appearance, the youth at the White House Conference seemed fairly typical. In contrast to some of the more out-of-it, freakish youth that you encounter on college campuses and in schools, they seemed like a stereotypical image of youth. One activist-oriented student participant commented to me that he had not imagined there were so many straight people in the world. In thought, however, the resolutions they adopted came across as more radical than one might have expected, considering that the group selected was relatively status quo, and that students with histories of radical behavior and activism were not invited. Certainly, the recommendations presented and voted favorably upon by the conference called for more radical change than one would have expected from a group of



"straights." In fact, they were prepared to endorse basic—even radical—changes in our institutions and in commonly practiced life styles. If these young people were indeed "straights" it seemed apparent that they were not pleased about it; and, in fact, were prepared to endorse means to ensure that those experiences which had shaped them would not be inflicted upon upcoming generations of young people.

2. There appeared to be a reluctance—perhaps even a repugnance—on the part of the majority of students who showed particular interest in education to support extreme behavior on the part of other students. In votes and interactions the aggressive, active confronter won less support and was less influential than the student who had his cool about him and was prepared to deal in softer terms. They were in a real sense more rejecting of extremism in personal behavior than on intellectual stands. A tip-off to this prevailing mood was demonstrated early in the conference when an attempt by a few students to gain control of the conference to restructure it along more activist lines was overwhelmingly voted down.

3. I came to realize, as I never have quite so clearly before, the enormous impact the war in Vietnam is having upon the views and lives of young people today. It exists like some black cloud that hangs over all the discussions and events, blotting out considerations of other topics or issues, and casting a pall over what the future can and will bring. I interact frequently with students about their attitudes and feelings regarding Vietnam, but the insidious influence of that war in a very distant land really became clear to me as I talked with students perched on a mountain top thousands of miles removed from the battlefield.

4. Students appeared to be overwhelmingly negative in their views of schools and schooling. Throughout the meetings and discussions expression was often given to their boredom—the irrelevance and the ineffectiveness of the education they had

White House

Thoughts

Dr. Berdie is Past President of the American Personnel and Guidance Association.

I recall hearing no one other than myself mention counseling and personnel work. Of course, I wasn't at all the small discussions, but even the reports, papers, etc., pretty much ignored our profession.

I heard no discussion of the need for research. The search was for answers to perplexing social problems but apparently the assumption was that we already know enough and just need sufficient agreement, good will, and ingenuity to solve these problems.

Intuitively, I responded positively to having young people involved in the conference, but frankly, I saw no evidence they really contributed. They were enthusiastic, lovable, etc., but wordy and simple minded just as were many of their elders.

After the conference, I sat down and listed those things I truly believe could make a difference to children and very few of them were included in the final recommendations. Some of my proposals were (I don't recall all of them):

1. No school room have more than 20 children and one educator in a system designed to individualize and personalize with personnel trained to do so.
2. No institution (home) for children have more than 50 children.
3. No urban child live more than one mile from a comprehensive youth center.
4. Child health care be decentralized so that each neighborhood have child health centers.
5. Persons planning to enter "child-care" professions be screened for personality appropriateness.
6. The child's need for excitement be recognized and adequate outlets be provided (so a kid doesn't have to steal a car for kicks).

It is not too surprising the final results were pretty traditional—the participants came from traditional professions, communities, and organizations. Those who did not were representing special interest groups, often with something to sell.

If any social development in the near future gets needed impetus from the conference, it may be the child day care center. Perhaps this is the role of such conferences—to add an extra push to a movement already started.

It was an interesting, even exciting experience.

Ralph Berdie
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What's It Like

Dr. Walz is President of the American Personnel and Guidance Association and a past president of the Association for Counselor Education and Supervision.

What is it like to attend a White House Conference? As with many people, my only prior experience of a White House Conference was in reading prestigious remarks in texts and other materials referring to the recommendations that emanated from a White House Conference. These references have carried with them a great deal of authority and prestige, as if anything that was the product of a White House Conference was indeed significant and worthy of extended attention and action. Understandably, I was excited about attending.

From the start it was apparent that, even as the President of APGA, my active participation was by no means assured. This conference, since it was to deal with youth, was to be one which involved primarily youth, with eventually about two-thirds of the approximate 1,500 people in attendance representing youth (ages 14-24). The remainder of the participants were adults and represented either major professional associations that had an interest in youth, or individuals who, by their research or leadership in the youth areas, were recommended for participation. Needless to say, the number of individuals and the groups who wished to participate far exceeded the number that the conference was planned to accommodate.

No matter how experienced in conference attendance an individual may be, he would have had difficulty in remaining blase' about being invited to a White House Conference. The official invitation comes on White House stationery with the President's seal, and every effort is made to convey to the participant that this is indeed a very special event and he is there at the personal invitation of the President. There is considerable correspondence between the conference staff and the participant before the actual beginning of the conference. In the case of this conference, numerous papers and task force studies were sent to each participant representing those areas of interest which he had indicated were his primary concern. The Conference on Youth was divided, essentially, into ten task forces of 150 people each. Each of the task forces was further divided into groups of 100 students and 50 adults. Each task force had a coordinating team which sought to provide a preliminary position paper for discussion and review by the total task force.

There was some discussion suggesting that the White House Conference on Children which had been held previously in Washington, D.C., had been influenced by the press of large numbers of people from the immediate area who, while not members of the conference, had nonetheless managed to become involved and make their presence felt. The official response was not supportive of that explanation, but in any case the decision was made to hold the conference in a relatively isolated area, namely, Estes Park, Colorado. Clearly, if the surrounding population press had an effect on the Washington Conference it certainly did not at Estes Park. Located at some 8,000 feet, it attracted few people except by design. The conference was held in a YMCA camp made available for the purpose. It was a beautiful site, with large dormitory type buildings in the valley and small cabins located higher up on the mountain.

I, along with three other persons, was assigned to one of the cabins located in a beautiful spot high on the walls surrounding the valley. It was indeed picturesque, and I was immediately smitten by the grandeur of the scene. It was not until later, after an extended evening session, that I learned what it was like to hike up that additional height after a day of vigorous activity in that rarified atmosphere. If the conference planners had deliberately wanted to devise a way to communicate to the adults that they were no longer as young as they might think, they couldn't have found a better way!

The first plenary session of the conference demonstrated very clearly the differences between the mood of the youth present and the adult-oriented conference planners. A great deal of thought had necessarily gone into the planning and preparation of the conference to manage a group of that size. Some structuring was obviously needed. To the youth, however, the important task was to get on with it and to provide as much interaction among large groups as possible. Right from the beginning there were concerted efforts to change the format of the conference to provide for more full-conference plenary sessions.

We had received forewarning that the climate at Estes Park could change suddenly. Few of us, however, took this very seriously. Therefore, it came as quite a shock to many of us when we experienced one of the severest snow storms that area had ever had at that time of year. Large numbers of participants were caught unprepared, in terms

Conference on Youth

of appropriate outer wear or footwear to deal with the snow and slush. Have you ever tried walking around in the slippery snow with polyethylene bags tied about your feet? They do keep your feet dry, but they also constitute excellent skies with the result that all over the conference site people were taking unexpected and ungainly falls and spills. In fact, some of the more bemused conference participants located themselves in strategic spots about the conference site where they could observe people attempting to negotiate tortuous inclines and then enjoy their sudden upendings. On at least one occasion when I had to negotiate the trek to my cabin in the dark, through 12 inches of snow in a blinding snow storm, I was tempted to lie down and hope that a Saint Bernard with the keg of Scotch would come rescue me.

I was in the Educational Task Force which was headed by Dr. Robben Fleming, President of the University of Michigan. As a person skilled in negotiation and bargaining, Dr. Fleming was very much at ease with the process of negotiation for establishing the procedures to be followed by the Task Force and for dealing with conflicts and issues which arose during its plenary session. He handled the sessions so well that on the completion of the session he received a standing ovation from both the students and adults present.

At the final plenary sessions, various special groups who had been working on resolutions met to present their resolutions to the total Conference for a vote. It was at this final plenary session that many observers gained the impression that the group was prepared to endorse radical stands. Clearly, by the end of the Conference, many of the youth and adults present were convinced that since there had been large investments of time and energy on the part of the participants, it was necessary to take strong and vigorous stands in hopes of communicating to the outside world their intense feelings that some positive action be taken, that all the effort, the concern, the long hours, the discussions, the research, the enormous energy that was put into the conference would indeed be transformed into meaningful and concrete actions on the part of the administration and the outside public. There was something of the "sit up and listen to us, outside world" present in that final session.

What is it like to attend a White House Conference? Truly it's a memorable experience. Even some of the cynical and turned-off adults that I met were impressed by the seriousness and energy invested by the youth who were present. Also noteable was the extent to which many very knowledgeable and experienced adults were prepared to be consultative and supportive of youth and their efforts, rather than to take a controlling and deciding role for themselves. I'm not sure, were I given the responsibility of managing a White House Conference, how I would go about it or what outcomes I could really expect from it, but I have the distinct feeling that all those who participated in that conference high in the Colorado mountains were deeply touched by it, and having been touched, were convinced of both the need and commitment to see the realization of some of those changes in life styles to which youth spoke so eloquently.

Garry Walz
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Director of ERIC Counseling and Personnel Services Information Center
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Ann Arbor, Michigan

What Meaning for School Counselors?

Mr. Peters is a member of the American School Counselors Association Governing Board and Past President of the American School Counselors Association.

It was almost comical throughout the conference how many delegates came alive, animated and verbal, when the press was present. A photographer would walk into a subcommittee meeting, and some would start waving arms and arguing over issues of the moment with such sudden vigor that it was mystifying, until you noticed the cameras clicking. And at the general sessions, with the blinding lights and the TV cameras, the front rows were filled early with the loudest supporters or the most rebellious. (Stereotype me too, if you want. I came early and sat in the front rows among them.)

Obviously and apparently, many came to gain the limelight, and many were experienced and skillful in doing so—some for themselves, personally, it seemed, and some for the causes they were there to represent. Those present were no cross-sectional slice of America. The adults were top people in their fields. The young, who outnumbered them, were exceptional in their capacities for expression and in their leadership accomplishments.

The ASCA President and the APGA President-elect, although not as brazen and bizarre in their machinations, were there in the Education Task Force with a strongly felt obligation to bring the importance of school counseling to the forefront and keep the implementing relationship of counseling services to the other concerns of the delegates constantly before them.

One of the recommendations considered by the task force in the wee hours, one coming out of a subcommittee on student participation, reads as follows:

> School counselors should be made more readily available to *all* students. The roles of these counselors should be defined at the local level with *participation from the students to be served,* the employers, and the counselors. The primary concern of counselors should be the worth and well-being of the students. Therefore, counselors should be free of clerical and administrative duties and should direct their major attention to working directly with and for students.

Repeatedly, in other recommendations approved by the task force, a ratio of one counselor for every fifty students was called for. Job placement services for all students, including dropouts, were recommended.

Just what meaning these and other recommendations can have for us and the young people we serve will depend greatly on follow up. The meaning of the Conference is in what went on before and what will go on afterwards—not just at the national level, but at the local levels and even in the individual schools.

In some states, before the national conference, school counselors and their supporters used the opportunity to put forward the needs of students for additional counseling services. In Kentucky, for example, the White House Conference Youth Council called for at least one counselor for each elementary school, one counselor for every sixty students in Grades 7 through 10, and one for every thirty in Grades 11 and 12. In some states, the supportive voices for counseling services were not raised at state conferences.

Now, from the national conference, there are recommendations for professional reference and political use. As to their impact, much depends on you and whether you put them to work.

It is easy to belittle those who gesture for the cameras and to play down those who sit on the edge of their chairs waiting for each opening to promote their cause. But there may be lessons of a sort here.

It is surely professional suicide not to publicize and utilize such supportive recommendations as those coming from the 1971 White House Conference on Youth.

Donald Peters
Counselor
Will James Junior High School
Billings, Montana

or were receiving. Students could name teachers and describe experiences they had about which they felt positive, but they presented them almost quizzically as if to say "How could this have happened. Why, in what has been an essentially uninspiring and unproductive experience, could something that was both pleasant and rewarding occur?" An interesting observation is that the students somehow saw the apparent lack of interest and involvement on the part of educational faculties as validations for their own views. Their thought was "... if teachers are not really interested in the learning process, if they regard teaching solely as a job to be done, then certainly learning is not something to which we can look forward with interest or expectation, nor something from which we can derive satisfaction."

5. These were students with a conscience and with concerns. They were ecologically sensitive, but they were probably more responsive to the needs and plights of fellow citizens than they were to the concerns about our natural environment. When a minority group member spoke, he had the attention and most likely the support of the group. Whether it was a sense of guilt, or an acknowledgement of the logic and merit of the case presented by the minority group member is not clear, but clearly youth felt that the culturally different had received inhuman treatment, and they wanted something to be done about it now.

6. Marshall McLuhan's children were there! Everywhere there was evidence of experience and interest in media. In particular, they had a great interest in means of communication and expression other than through the printed page. Visual communication was the name of the game for them. Cameras galore were evident everywhere. Why such a strong affinity for the new media? Some of it probably was their feeling that words wouldn't do justice to describe to someone how they felt or what their situation was. Perhaps, more subtly, words were suspect, deceiving. "You can prove anything with words!" Too often words have been used to manipulate and control. To many youth, there was more honesty and a greater openness in films and television. Whatever the motivations, McLuhan's children were clearly demonstrating their upbringing.

7. The students at the conference had a nearly insatiable interest in rapping about all manner of issues, problems, and concerns. Their patience and capacity for enduring extended sessions clearly exceeded that of one seasoned for it through years of tedious and inconsequential faculty meetings. The important conference ethic was to have full and unlimited discussion of whatever it was that someone wished to have discussed. Large groupings were preferred to small groupings and extended sessions to short sessions. There was, I think, a feeling that the greatest honesty in communication, the greatest opportunity for full expression of self occurred in free rap sessions as compared with smaller work groups. There was an obvious mistrust of organization and structure, too. As one youth put it to me, "... We never know what really goes on in the small groups, but when we have a plenary session, everybody is there to see and hear it like it is." I sensed that, as a group, the youth were both more desiring of and more skilled in verbal than written expression. Somehow they seemed to say, "When I talk, I am really myself; when I'm writing, I'm somehow reflecting that which I have been told to do and be." Perhaps that is what one young lady was trying to tell me when, after struggling at length to put into a written proposal form what she had so eloquently articulated previously in a spontaneous speech, she commented to me, "You can see from what I've written that I'm a product of this screwed up educational system."

8. Youth have been described as aspiring to a world and a way of life that older and more cynical minds have rejected as impractical. That description wouldn't, I think, generally characterize the group that I observed and with whom I interacted. They were "realistic", given in many instances to deciding questions on the "reality" of the situation, rather than what they believed to be truly desirable. The lack of political idealism which Adelson discovered in his research on the political socialization of adolescents and which was so surprising to him was not at variance with much of the student behavior at the conference. Their ideas were not far out, and, if what they espoused was new in their eyes, it (in most cases) existed elsewhere prior to their own self discovery.

9. The students were actively vocal in their support of a form of counseling that was oriented toward dealing with the pressing concerns of students, while remaining free of any school control. Unfortunately for us, they were not supportive of

counselors as they knew them. They clearly saw the need for, and the desirability of, a kind of developmental counseling; but, to them, the present breed of counselor was inrobed in minutiae, unavailable, and an arm of the administration. When some of the students learned of my interest in counseling they volunteered that while they were prepared to like counselors, they were concerned about the lack of actual counseling being done. So concerned were they about needing counselors who had time to counsel that they passed resolutions calling for student-counselor ratios of 50 to 1. Clearly, this sample of students felt that counselors, if they were to be supported, needed to be persons who not only cared deeply about students, but who also assigned their highest priorities to interacting with students —not as agents of the school, but as free individuals.

10. A notable variable in how the student groups performed was the extent to which they sought and used adult input. Some of the students were quick to assert their independence and to store and retrieve adults at random. Other groups, while not dependent upon adults, were consultative with them and viewed them as collaborators. It was most interesting to note the productivity and the quality of the output of the two groups. During the presentation one youth who was enrolled in a non-collaborative type group glumly remarked to me, "It's easy to tell the groups that worked with adults. Their proposals have a hell of a lot more to them." I agreed with his judgment. Youth perspective and outlook, coupled with adult experience and knowledge made a powerful combination that stood out in the presentations.

Implications

What can we say about the meaning to counselors of the White House Conferences on Children and Youth? Certainly a great deal. The recommendations adopted by the conference and the effect they can have on counselors is a subject in itself. We will be able to give more attention to that when both of the final conference reports are distributed. For now, what may be most appropriate is to consider what can be learned from examining the youth who were at the Conferences and, by generalizing from their attitudes and behaviors, search out the meanings that may be applicable to guidance and counseling across the country.

1. One of the most direct implications to come out of the White House Conference was, I feel, the almost insatiable appetites that the youth had for group activities and the enormous variance present in their relative skills in group membership and leadership. Indubitably, for a large number of youth, many significant learnings will occur through the group mode. It seems to me, then, that it is extremely important in guidance that we provide a variety of experiences for youth which will enable them to experience that kind of group activity which has a particular appeal and meaning for them at a given stage of their development. Additionally, with groups playing as important a role as they apparently do in the development of the young, it seems eminently desirable, even imperative, that we assist the young in developing those skills that will enable them to organize, lead, and be effective members of groups serving different purposes. In a real sense, I believe that we have a great delivery gap here—group activity has always been thought of as a major aspect of guidance, but it is clear from information available to us from many sources that counselors, in general, are not providing viable group experiences for students.

2. Clearly one of the major learnings to come from the conference, as far as I was concerned, was the effectiveness of cross-generational collaboration and consultation. Where adults defined their roles as consultants and specified the areas where they could be of assistance, the youth came to profit directly from the adult input concerning the problems upon which they were focusing. Indirectly, there was gain by the young in learning how to use expert resources. Crucial to this cross-generational linkage was, I believe, the sensitivity and skill of the adults in communicating to the young how and when they could be contributive yet emphasizing in their communication that the decision on adult consultation was to be determined by the young. Providing youth with the opportunity for making their own decisions concerning their use of adults clearly led to more effective use of adults than might have occurred had insecure adults sought to maneuver themselves into positions of power and influence. It seems evident that students will increasingly assume responsibility for developing and managing their learning experiences. The practice is already well established in many colleges. It would seem of vital importance that coun-

selors serve as resource collaborators to student as students seek to gain more control over their education. By assisting them to acquire the necessary diagnostic and group skills for developing programs and experiences, counselors can contribute to both the quality of the educational experiences developed and the effectiveness of the working relationships between youth and adults.

3. Earlier I discussed how I was impressed by the interest in and facility for the use of new media by the students at the conference. One of the adults reported that in his inner-city high school, three-fourths of the students had registered for a course in film making. When I viewed some of the products produced by young people, I was intrigued by the idea of involving them in the creation of resources for their own use. In the areas of occupational information and career planning, for example, student-produced films for student use would serve the purpose of having viable materials of greater student interest than commercially-produced films, and contributing to student learning by having them search out information in specific areas so they could "teach" others. Most basically, I believe that if we are to be communicative with youth, we must adopt more of the spontaneity and openness of the "underground" approaches and be more involving of youth in the development of resources for their own use.

4. The White House Conference was in many ways a window through which it was possible to see the world as the young did. Some of the views were fleeting and confused, others lasting and in bold relief. Perhaps that view which made the greatest impression on me was the image of counselors that students carried about with them. To a large extent, many of them were responding to counselors as basically uninvolved individuals, who didn't seem to care that their functions were limited to insignificant paper work and minor administrative tasks. In the eyes of the students, the apparent "unchanging" attitude was clearly the most damaging. While it seemed conceivable to the students that counselors trained and geared to act as responsive individuals could function in non-responsive roles, it seemed inconceivable that they could accept such roles and seemingly approve them. Interestingly, this result parallels the findings of Hoeltzel (*Communique*. October 1971) who noted that counselors appear to be accepting of whatever tasks are assigned to them.

The important lesson here for counselors, as I understand it, is that if counselors are constrained by their position from doing those things which they identify as important, then it is important for them to feel that they are working towards those ends. Not only would such an approach help to make counselor priorities more visible but it could also lead to the enlistment of others in active efforts to redefine and restructure counselor activities along lines that are seen as more meaningful and necessary by their students.

G.W.

A Gut-Level Reaction

Dr. Kelsey is the former Director of the American Personnel and Guidance Association's Office of Non-White Concerns.

Delegates arrived at the White House Conference on Children with enthusiasm and awe. Enthusiasm was evident among delegates in conversations, the hustle and bustle shown in trying to get settled, and through the eagerness to get down to work according to the various sets of expectations which were brought by individuals.

Awe was obviously present among delegates as they marvelled at the sights in Washington, the throngs of delegates, and the enormous displays. The delegates had engaging experiences as they located the sites of their forums and groups and as they became acquainted with the members of their individual groups.

Once past the initial impact of the huge conference, an important factor was glaringly visible—the Conference had been structured so that outcomes would be predictable and controlled. By evening of the first full day (Monday) many delegates were aware of the aforementioned factor and requested a plenary session in order to discuss the structure of the conference and other common interests and concerns. The plenary session was denied.

However, a Black caucus was held Monday evening. Several other individual caucuses met. Later, a coalition of caucuses was formed which brought to the surface several dynamics which served as constraints to some possible creative outcomes and attacked some of the endemic, systemic, and insidious causes, rather than symptoms which deter the health, growth and development of children. The invidious procedures evident at the conference were:

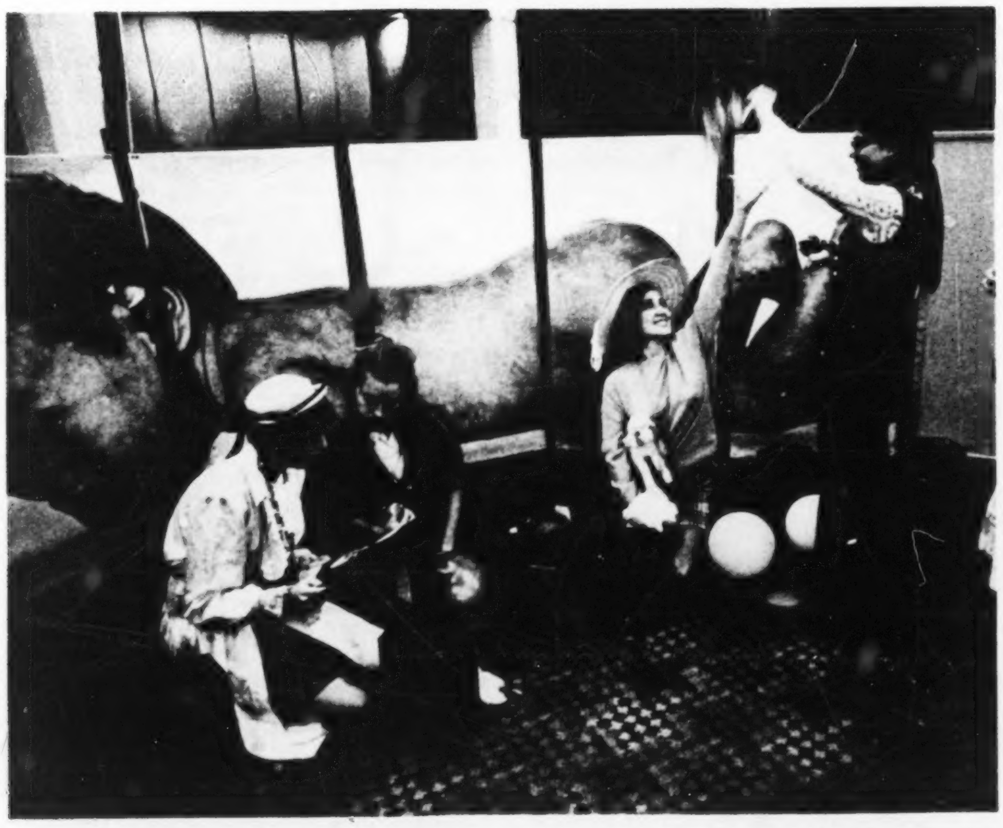
1. Delegates tended to be screened. It appeared that many of the persons who had led confrontations against hunger, racism, inadequate welfare, and the Vietnam War were visibly absent.
2. Even though the Conference appeared to be aimed at long-range planning, the previously-prepared documents seemed to be geared primarily to the cure rather than to prevention.
3. No plenary sessions were planned in order to bring ideas together and to focus projected activities on common goals.
4. There appeared to be an inadequate plan for follow up. The impression was that the Conference was one big festive blow-out, though there were talents of all descriptions which could be used in an ongoing process of developing direction for the improved welfare of children.

White House Conference on Children

5. Finally, the political implications of the Conference appeared to override the development of improved children's welfare.

In spite of what might be viewed as a negative framework the Conference produced several positive outcomes:

1. Delegates began to raise causal questions rather than symptomatic ones.
2. Two plenary sessions were held in which some of the delegates causal concerns about the inadequate growth and development of children were raised.
3. Delegates who made up various caucuses planned some limited follow-up.
4. Many delegates became more aware of the resistance of the "political powers" to face up to real causes of deterents to the positive development of children.



5. Some delegates who represented the "silent majority" became verbal and vocal about the undesirable welfare of our children.
6. The voting of the delegates produced produced a worthwhile order of priorities for action.

Delegates left the White House Conference on Children tired, confused, and disillusioned. Few left with the optimism and hope for the future of children which had eagerly brought them there. Many left with questions as to the worthwhileness of the Conference in terms of its positive impact on children. As time passes, however, delegates have become anxious to be a part of an action force to implement the order of priorities established.

Richard Kelsey
Assistant Professor of Education
The Ohio State University
Columbus, Ohio

From Where I Sat, I Saw

The White House Conference on Children as:

> A bottle of champagne, aged over the years—golden, sparkling, effervescent—EXPLODING and showering the guests with wine and cork.
>
> A 6-ring circus with simultaneously performing trapeze artists, tight rope walkers, clowns, and bands. The lions broke loose, growled, and returned to their act.
>
> A county fair, everyone competing for prizes, with children under 14 winning all the blue ribbons.

Yes, at the Conference, children were the ultimate winners of all of the ribbons. The ribbons symbolized official Conference recommendations that were sometimes formulated through quiet discussion and sometimes forged by heating and hammering. However, all of the deliberation and activity was focused on improving the lives of children and their families. There can be no question of the sincerity of most delegates as they persevered in their various approaches to changing society to benefit children. The means differed; the goal was the same.

Surely, the 3700 delegates were a microcosm of the nation. Everybody was there—professionals from all disciplines, media specialists, politicians, businessmen, housewives, minorities, and youth. Each participated in one of the 24 forums (subsumed under health, learning, families, communities, legal rights, and individuality), all concerned with matters of urgency for children.

Each delegate must have experienced a different conference. Certainly, my view was unique. As staff coordinator of the five learning forums, I had worked for several months prior to the Conference with almost 100 people—marvelous individuals—who, in their multidisciplinary forums of 16 members each, struggled with ideas, tentative reports, and plans for a five-day meeting in which no papers would be read. This was a horrendous task, superbly accomplished.

Then—the Conference, and that is history chronicled by the *Report to the President: White House Conference on Children.**

In response to the delegates' recommendations, the White House Conference is still alive in Washington. There is a small WHC Follow-Up staff within a new National Center for Child Advocacy in the Office of Child Development. We are currently putting out feelers, coordinating efforts, nudging, and feeding back—attempting tried and untried ways of encouraging creative action at national, state, and local levels toward implementation of Conference recommendations.

Delegates told us loud and clear that change is mandatory. They told us that learning must be emphasized in preschool years from birth; that it must be individualized and humanized in a society that is increasingly being fashioned by electronics and shrunken by instant communication. The *Report* informs us that the traditional emphasis on learning facts is now obsolescent in the wake of the knowledge explosion. This development has ushered in a new emphasis for children to *learn how to learn*—not only in schools, but in homes, and communities.

As educators tool up for change, as they must, counselors—as behavioral specialists—will have to assume a new role: to assure that children everywhere, of all ages, races and socioeconomic status, are supported and guided in becoming competent, proud individuals who can move comfortably into the 21st century. Creative, humanistic concerns must, therefore, supplant counselors' preoccupation with tests, grades, report cards, and counseling for college. Thus, the counselor will become his own instrument for guidance.

* Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.75).

Louise Eckerson
Coordinator of Learning Forums
White House Conference Follow-Up
National Center for Child Advocacy
Office of Child Development
Department of Health, Education and Welfare

printout

Mini-topical analyses from the ERIC/CAPS information bank

The Disadvantaged: Values, Attitudes, and Self Concept

In focusing upon persons from backgrounds of "disadvantagedness," attention is often directed to educational and vocational aspirations, self concept and school expectations. Those persons under current review are students from disadvantaged backgrounds in both urban and rural settings. Persons who are out of school are also included as being disadvantaged.

There are a number of widespread assumptions about the disadvantaged rural youth that are erroneous. Some of these are: (1) rural youth have low-level achievement aspirations; (3) aspirations and expectations of disadvantaged rural youth influence actual status attainment; (4) that aspirations of disadvantaged rural youth become more realistic with time. An important conclusion reached on the status projections of rural youth is that they are projecting, for the most part, a middle class urban life style. Most disadvantaged rural youth desire and expect a college education, white collar jobs and high prestige (Kuvlesky).

The self concept of disadvantaged children is probably much higher than many have been led to believe. Disadvantaged and advantaged in an urban school system, including both elementary and secondary students, had higher self concepts than advantaged children, but disadvantaged high school students were not as high in self concept as disadvantaged children at the elementary level.

It has been found that disadvantaged students see themselves as they believe others see them: teachers actually see them *less* positively than they see themselves. Teachers tend to think more highly of advantaged students. Another interesting observation is that disadvantaged elementary school children measure higher in self concept than those in high school. The obvious question is raised: What happens, and why, with the passage of time? Perhaps studies pertaining to locus of control may shed some light on the question. For example, some studies of disadvantaged job trainees have found them to be more external in their orientation suggesting feelings of personal insufficiency and inability to change the external environment which they believe exerts primary control over what happens to them.

Black and white students appear to have similar attitudes regarding school expectations. In comparing school expectations of white and black primary students, from disadvantaged areas, they have similar values regarding school subjects (Howard).

Although rural disadvantaged are reported to have high educational-vocational aspirations, satisfactory realization of their ambitions will be largely influenced by the environmental resource structure. Thus, if opportunity does not exist for the testing of aspirations in relation to abilities, counselors are likely to continue to view counselees as having unrealistic goals and expectations.

If significant others have a marked influence on individual perception of self concept, it would seem important that programming be developed for teachers, counselors, parents, and others that fosters within them attitudes and behaviors not likely to be damaging to the development of positive self concept with students and counselees.

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Counseling Techniques

Counseling techniques have been and continue to be a focus of great interest in the profession. Counselors and personnel workers continue to use and develop a wide range of procedures and practices for use with their clients. Some are old and time-tested, some are new and innovative, and some introduce a "new wrinkle" into a previously adopted practice. Fortunately many of these techniques are presented either in written material or as a speech and so keep the profession abreast of "what's up." Among the techniques which have been receiving increased attention, as far as the document base indicates, are the following: (1) art counseling and the use of projective drawing techniques in counseling; (2) verbal conditioning and modeling; (3) interpersonal process recall; (4) tutorial approaches; (5) parent counseling; (6) use of contracts; and (7) "telephone" counseling.

Art counseling may provide a new approach in counseling for improved self-concepts. Findings indicate that students who received art counseling showed a greater change in self-concept than controls who received what might be considered an ideal counseling program. However, in another study a projective drawing technique failed to function as a viable verbal stimulus in a counseling interview.

Tutorial approaches were also used to change the self-concepts of students. In this case the subjects were underachievers who also exhibited adjustment problems. Of the three subject groups the group which received counseling and also functioned as elementary school tutors showed a greater change in self-concept and grade point average.

Parent counseling involves helping parents to become effective change agents in their homes. Findings from several studies indicate positive results, e.g., a parent counseling program yielded improved grade point averages for underachievers.

Another approach that has been tried with underachievers is the use of contracts. The "contract" programs described usually function in accord with another technique such as group procedures. In all cases, however, students make a written commitment regarding grades and/or behavior. Results of several studies are positive and in some cases an improvement in self-concept as a result of contract fulfillment has also been noted.

Counseling via telephone is an outreach technique which has grown in popularity and acceptance. Many colleges, universities, and service and volunteer organizations are instituting "hot-line" services which provide counseling and referrals. It has been difficult to assess the effectiveness of these services and most studies have reported only on user characteristics and areas of concern.

It seems apparent that increased needs will create the impetus necessary to further innovation and refinement in the area of counseling techniques.

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Occupational Behaviors, Programs, and Systems

With the enormous amount of research in the area of student vocational characteristics, one might comfortably feel that any vocational program currently operational in the schools *must* be good. Unfortunately this is far from so, and some hard looks at the situation are in order. It seems apparent that as far as many students are concerned, the high school guidance counselor might as well not exist for all the help he is to them in their occupational planning (Picou and Hernandez, Brinkman). In fact, parents, teachers and relatives (in that order) are of more influence as occupational contacts for high school students than are counselors, although rural students see counselors as more helpful than do urban adolescents. This is probably because not only do rural youngsters see fewer counselors than do urban youngsters, making their visits more important, but the counselors they do see are generally former teachers who follow parents as primary contacts of aspirational influence.

Aspiration as a major factor in occupational planning cuts across ethnic, class, racial, and community lines, and is high for all groups below completion of high school, particularly for Blacks (Curry and others). A difference in findings is reported in this area, however, with Kuvlesky and

Thomas finding Black adolescent males having higher goals than Black females, and others finding that, at least for urban blacks, the girls aspire to higher occupational levels than do the boys. Among urban disadvantaged, Blacks appear to have higher aspirations than do whites (Astin). Low achievement cannot, therefore, always be a function of lack of aspiration among rural youth, Indian youth, Mexican Americans, Blacks and Disadvantaged Caucasians. Rather it may be attributed to poor health and attendance, minimal acculturation, and nonacceptance by teachers of these differences. Low expectation found among students in these groups reflects not a lowering of aspiration but rather an acceptance of reality. While Blacks today are conscious of a new identity and pride and have higher expectation than previously, they remain aware of their still-limited opportunities and lean toward careers in the social services where they feel most "welcome". The other subgroups mentioned, particularly the rural students, not having yet found such an identity, choose less prestigious goals than they might wish, largely as a function of available resources and opportunities (Cosby and Picou). It is here that counselors need to renew their efforts to upgrade the reality choices of many of these students in light of government and institutional resources.

Assuming that aspiration and expectation are compatible, what are some of the ways in which legitimate vocational alternatives can best be explored? Are vocational maturities generally similar for all youngsters of the same age group? Ansell has found that actually they are not, that the level of vocational maturity for lower class whites and blacks, at least for grades 8-12, is slower by two years than the rate for middle class whites. The implications for vocational counseling are obvious, since as often as not occupational guidance is offered on the assumption that these differences do not in fact exist.

Efforts to increase decision making behavior among high school students center in career courses which, although they do disseminate adequate amounts of information to the students, fail in their equally important task of training the student to make adequate use of such information. It thus seems that what personnel workers are being asked to do is to develop more student experiences in information utilization leading to more legitimate vocational decisions. Vocational counselors are faced with this problem, particularly when working with the culturally different. The problem is confounded by the fact that vocational education is often a "dumping ground" where programs are considered "second rate". It has been established that ethnic models increase the chances of preferred behaviors among vocationally-bound, culturally different persons employed within schools containing substantial numbers of similar, culturally different students. Perhaps a Mexican American school secretary would be more helpful to a Mexican American youngster than the Caucasian school counselor.

Jalkanen's study showed that aspiration at least could be increased in both urban and suburban youth as a result of a three-year structured guidance curriculum, suggesting the need for planned emphasis on actual decision making projects within future courses.

Other methods of transmitting vocational information, and at the same time encouraging intervention with a counselor, either real or mechanical, have been tried. A most promising innovation is the use of mobile counseling centers, particularly valuable in rural areas where the need for counseling services is great, the schools cannot support separate facilities, and the use of the units can thus be efficient and effective. Comprehensive systems are constantly being developed and implemented for use in large schools. One such model offers, at all levels through post high school, not only occupational information but also decision-making opportunities, ways in which users can manage environmental factors so as to maximize their opportunities, placement services, and perhaps most important of all a respect for *all* work (Baugh). If students have been successful in augmenting their vocational behaviors through the years, then they may wish to take the initiative in preparing programs of career information for their own schools. When they do plan their own career conferences, they can put to use their acquired experiences in information-gathering, decision-making regarding people to be invited, and growing maturity in the area of responsibility (Demain and Du Bato).

In conclusion, what is being said is: (1) be aware of the aspiration and expectation level of your students; (2) mount the kind of program, at the earliest possible grade level, which will best accommodate the needs of these students within the limitations imposed by school resources; (3) encourage not only intelligent information-gathering but intelligent information utilization, and (4) provide for student responsibility in planning for and participation in career exploration opportunities.

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Notes on a Personage

helping people
become people.   it's more than a job
i hope,   it's a way to live,
and to let live
(in me, the others, (the hundreds of
single celled protoplasms that have been
pacified here))
We absorb you like
so many hungry amoebas
sucking out of your brain,   what we need
to continue our
flowing.
—You are a balloon,   rising sort of pulling
urging dead weight unto its feet.—
with your cool knowledge of how to
seek-with-a-person-but-let-them-find,
your handicrafts have filled such numerable blanks
that it is hard to visualize that you are taking
it all seriously.
—Being the ultimate
father figure to a lot of ditto marks
has got to be a drag—
i really don't know you,
—i being so tangled in my own private
spiderweb.   i forgot to ask about
yours.
But you never needed me to understand you
like i needed to be understood.
"Friendship" is a give and take
routine.
I've been hiding behind the word,
a feeling that i can now unveil as a
mono-sided question & answer game,
—you just play umpire.

Authors Unknown

consultations

Dear Impact,

At our school, we have a number of students each year who will be entering the labor market upon graduation. A large number of these students come from lower socio-economic backgrounds and due to the lack of family finances, they will not be entering post high school education and training.

We have observed that many of these students know very little about the world of work in terms of employer requirements. Several students have had little or no part time work experience and most have never been to a job interview. In other words, they would not know how to conduct themselves in an interview for employment.

We have been thinking about making use of role playing to furnish these students with simulated experiences on how to interview and conduct themselves in searching for employment. Also we are interested in helping them to develop behaviors that are likely to enable them to maintain appropriate work relationships with their fellow workers and supervisors.

We have searched various journals to obtain information about role playing in employability development, but have found little that we could use to develop our own role playing situations in our school.

Frustrated Counselor

Dear Frustrated:

Help is on the way and your frustrations are about to be over. Would you believe that you can find solutions to many of your problems at minimal cost? As the saying goes, "Charity starts at home and spreads abroad." In other words, we can offer you a few suggestions to get you started and you'll find that you can develop an effective program yourself with the cooperation of your colleagues and the resources in the community.

For example, other counselors have made use of representatives from business and industry successfully. Several industry representatives have cooperated by visiting students to explain to them job requirements and general employer expectations. You may wish to explore this avenue by contacting industries in your area, or the local state employment service or your area Chamber of Commerce to obtain the names of business people who are willing to help you.

Also, a publication is now available that will furnish useful information so as to enable you to develop role playing situations and social skill seminars that should prove to be very interesting to your students. If you follow the examples that are presented in: *Role Modeling, Role Playing: A Manual for Vocational Development and Employment Agencies* you will be able to develop a series of role playing skits that you may be able to use with students in succeeding years. This document may be obtained from the U.S. Department of Labor, Manpower Administration, Washington, D.C.

Keep us informed of your program.

Impact

Dear Impact,

I have a student who comes in to see me almost every day. He always claims that it is important that he talk to me, yet he really does little except report the events in his life. He reports who said what to him yesterday and how he felt and what he said back. It does not take diagnostic skills for me to figure out that he is lonely and just wants someone to pay attention to him. He is also excessively dependent and seems to need approval for even the smallest decisions that he makes. He does, however, have a number of friends and he does receive considerable attention from his family.

I feel that I am not doing him a favor by continuing to see him. Initially I explained that I couldn't continue daily sessions so now I see him only twice a week. I would like to stop now the twice-a-week sessions but find myself unable to do so. Everytime I get close to the point of breaking off our sessions, he will invent a crisis and work up tremendous amounts of faked emotion.

Obviously, our sessions are of great importance to him. I simply do not know what to do next. I have tried confronting him about his pseudo-crises and his need to continue sessions, but he maintains that his need for more sessions and his problems are really the way he presents them. I feel like I am being manipulated by this boy. I also feel that he has successfully used the same procedures on others—his family, teachers, and friends—to receive extra attention and praise. I do not like seeing him so successful playing such a game.

Pawn

Dear Pawn,

You almost answer your own questions. Clearly the boy you describe has found that excessive dependence and the presentation of false crises is an effective way of getting attention and approval. If all you say about him is in fact true, some form of behavioral counseling might be helpful. He must learn new methods to obtain a similar payoff and old patterns of behavior must be extinguished. This may prove particularly difficult because healthy behavior does not always offer as large a payoff as a skillful neurotic style.

If you simply stop your sessions with the boy, that action will get you off the hook but it will do little to change the response patterns of the boy. He will just find another sympathetic person to take your place. I would suggest that you meet with his teachers and parents to discuss your hypothesis about the boy.

If your opinions are substantiated, involve his parents and teachers in a coordinated effort to change his response style. (This action alone may change the tone of your twice-a-week sessions). Likewise, you must help him understand the effects of his actions on others; help him find new ways of building his esteem. Krumboltz and Thorsen's book, *Behavioral Counseling* would prove helpful as a guide for devising methods to change the boy's response patterns.

Impact

Dear Impact,

As a counselor for girls in an inner-city junior high school, I am faced with increasing numbers of pregnant teenagers. Our school program is not yet equipped to deal with this situation and while we can refer the girls for medical assistance, we would like to be able to help them academically as well. What have other schools been doing in this regard? Thank you for any help you can offer.

Beleaguered Counselor

Dear B. C.

You are not alone in your concern with pregnant teenagers. You might like to look at the program for pregnant school girls worked out through the cooperative sponsorship of the Syracuse (New York) Board of Education, the Onondaga County Board of Health, and the State University of New York Upstate Medical Center at Syracuse. The program is known as the Y-Med Program (Young Mother's Educational Development). This program, while designed for a separate facility, could be incorporated into a traditional school setting if community acceptance were offered. Kansas City (Kansas) has also developed a program for unwed mothers, in a model school facility. In-school contact with guidance counselors has been explored in a study by Miriam C. Birdwhistell and Richard L. Beard in an article which appeared in the February 1971 issue of *Personnel and Guidance Journal* ("Interventions with Pregnant Students").

We trust these information sources will be of some help to you in planning a program for your school.

Impact

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let **Impact's** panel of experts help you solve your problem? Send to:

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Post Office Box 635
Ann Arbor, Michigan 48107

"quotes"

. . . Research organizations have found that, by testing young people and indicating to them the courses of study they should select and the profession or occupation they should later follow, a distinct change in the youngsters' morale becomes apparent. They begin to feel they have definite objectives, and they can go ahead with a firmness of purpose and a sense of assurance they did not have before . . .
Employment agencies operated by the States could be especially equipped to make available these tests to high-school seniors so they could have their "born attributes" measured, and thus be guided to the professions or occupations for which they are best fitted.

David Lawrence in **U.S. News and World Report**, June 22, 1971

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"Would you approve or disapprove of sex education courses in the public schools?"

Would approve	*94.5%*
Would disapprove	*4.4%*
No opinion	*1.1%*

"Where did you first learn the 'facts of life?'"

From parents	*35.1%*
From friends	*37.2%*
From a book	*11.4%*
In school	*7.4%*
Other/no response	*8.9%*

Significant differences were found in responses from males to this question and from females. While 48 percent of the females said they first learned about sex from their parents, less than 27 percent of the males did. Similarly, 41.6 percent of the males said they learned from their friends while only 30.6 percent of the females learned in that manner.

Nationwide Campus Opinion Poll reported in **Chicago Tribune**, July 24, 1971

In the town of Gregory on the Rosebud Reservation in South Dakota—this June, the guidance counselor at the high school quit his job and moved away because of disgust with his superiors' acquiescence in the bigotry practiced against the Sioux students. "I couldn't beat the system," he said . . .

Life, July 18, 1971

. . . Guidance counselors in schools and colleges, who have wandered far afield (some even giving students therapy), should also quite literally get back to work.

Time, May 24, 1971

Man has succeeded in enslaving woman; but in the same degree he has deprived her of what made her possession desirable. With woman integrated in the family and society, her magic is dissipated rather than transformed; reduced to the condition of servant, she is no longer that unconquered prey incarnating all the treasures of nature.

Simone de Beauvoir in **The Second Sex** (Alfred A. Knopf, 1953)

Not acid, speed or junk but school is the most destructive drug in America today . . .

Anatole Broyard, N.Y. Times reviewing Ivan Illich's **Deschooling Society** (New York: Harper and Row, 1971)

There is a 5.2 percent unemployment rate for women scientists compared with a 2.3 percent rate for men.

National Science Foundation Report

Young girls often are aroused sexually by pop and rock and roll music . . . The music surfaces this feeling . . . It isn't the record that produces unwed mothers —otherwise we'd have unwed mothers all over . . . the rhythms and the lyrics frequently evoked romantic feelings which were sexually exciting and . . . this arousal sometimes gave rise to sex play and love making.

Patricia Schiller—Director American Association of Sex Education and Counselors

Avoiding instilling sexist attitudes in children is considerably harder than eliminating racism. For the lifestyles of most fathers and mothers are still dominated by prevailing man-woman stereotypes; the daddy-works, mommy-changes diapers role models are what most children still see from birth on.

Joan Beck, **Chicago Tribune**, July 22, 1971

We weren't surprised to find the idealism generally absent . . . But we were totally unprepared for the prevalence of fiercely held anti-utopian views . . . We were surprised to find that neither sex, nor intelligence, nor social class count much in the growth of political concepts. What does count . . . is age.

Prof. J. Adelson, University of Michigan, in his study of **Political Imagination of the Young Adolescent**

underground soundings

Heard about Kid's Lib?

> Amerika vomits Amerikids . . . T.V. and school are the two major vehicles of oppression of people under fourteen. . . . The oppressor does what he can to make sure there is someone to oppress. The system encourages the alienation of person from person, of child from adult and of child from child. . . . Kids are more often objects who absorb the flashing neon Amerikan message: be subservient and nice and graduate and serve your country and raise more Amerikids. The cycle must be broken.

The cause of Kid's Lib is, perhaps best expressed in The Rights of Children:

> Our revolutionary children are entrusted with the responsibility for rediscovering the true human nature. . . . The destruction of human potential for love by repression in childhood must end now.

July 2, 1971; pp 14, 15
The Berkeley Tribe
P. O. Box 9043
Berkeley, California 94709
(415) 549-3391

Discrimination against women; are you perpetrating it in your personnel or counseling position?

> Have you ever wondered why 98% of domestic workers, 97% of secretaries and 3 out of 4 clerical workers in this country are women? The New York Chapter of the National Organization for Women (NOW) has done a study which shows that young women are channeled into these and other 'women's jobs' by the school system. Their horizons are systematically limited, and their talents are not developed. The Study documents the many forms of discrimination against female students and institutionalized favoritism to male students.

Sound familiar? If so, are you part of the solution or part of the problem?

July 21, 1971, p. 10
Fifth Estate
4403 Second
Detroit, Michigan 48201
(313) 831-6800

. . . And in the same vein: "sexism and psychotherapy" explores the public issue of the relationship of female patients to their male psychotherapists.

> . . . It is time all therapists explored with their women patients all roles and career aspirations and get in the same way toward women that they have reserved for men in a male dominated society . . . it is mandatory for them to understand the repressiveness of a male defined society and to then *encourage* rather than discourage attempts by women to alleviate that repressiveness. . . . But how is the patient to identify if he or she is on the right couch? There is a need for liberated therapists, both male and female, to identify themselves. We suggest to our colleagues that they call for and create an organization of liberated psychotherapists, and make themselves known as such to potential patients.

April-May 1971, p. 2
The Radical Therapist

"How to be a Radical Therapist" is (yes) about how one can be a radical therapist, but more importantly—a political person. Suggestions include:

> Wear a political pin to work, put a political poster in your office. The more outrageous, the better. People ask questions about pins and posters, rap with those people. . . . One's politics should be 'up front' where they can be seen and talked about, that's what makes them political. . . . Publicize your demands with leaflets inside and outside the institution, especially in the most public areas. . . . Do a power structure analysis of your institution and distribute it. . . . Demand power decentralization, community control of services. . . .

RT, p. 3

. . . The special article and what might be considered a position statement by Radicalesbians, "woman-identified woman", defines lesbian as:

> . . . the rage of all women condensed to the point of explosion. She is the woman who . . . acts in accordance with her inner compulsion to be a more complete and freer human being than her society . . . cares to allow her. . . . It should first be understood that lesbianism, like male homosexuality, is a category of behavior possible only in a sexist society characterized by rigid sexual roles and dominated by male supremacy. . . . 'Lesbian' is one of the sexual categories by which men have divided up humanity. While all women are dehumanized as sex objects, as the objects of men they are given certain compensations: identification with his power, his ego, his status, his protection (from other males) , ... But why is it that women have related to and through men? . . . we have internalized the male culture's definition of ourselves. That definition—consigns us to sexual and family functions and excludes us from defining and shaping the terms of our lives. . . . To be a woman who belongs to no man is to be invisible, pathetic, in-authentic, unreal. He confirms . . . our womanhood—as he defines

> it, in relation to him. . . . As long as we are dependent on the male culture for this definition, for this approval, we cannot be free (p. 11).

As we see it, the understanding of this perspective of women and their roles has major consequences for us in counseling and personnel services. The information calls not for agreement or disagreement, but for our awareness.

The Radical Therapist
Hillsdale, N.Y. 12529

. . . Have you heard about or read VSC, *Vocations for Social Change*? It is a bimonthly publication containing a wealth of information, usually resource information on current issues and concerns. It is also a center of information, ideas and contacts for people working towards building an alternative society; that is, a society in which cooperative relationships and collective actions are encouraged. Information includes: new social change projects; staff openings in existing organizations; how and why people have created specific social change on such areas of change as health, the media, women's liberation, education-research, apprenticeships, local VSC counseling, resource people, and resource groups (under the headings—alternative service, ecology, economic alternatives, education, GI's, high school-based action, intentional communities, law, media, peace and the draft, poverty, native people, research, radicals in the system, third world, university-based action, women's liberation, and miscellaneous). If you are in need of a resource booklet that can link you with a myriad of sources of information for your counseling/personnel situation, take a look at VSC. It might just take up some of your slack! [Order from *Vocations for Social Change*, Box 13, Canyon, California 94516, (415) 376-7743]

. . . know what the Eupsychian Network is? It will take a little backtracking to explain.

> There is little doubt that ours is a sick society, if we examine the themes most Americans live by. . . . While it is difficult to change the system drastically, it is not difficult to swim against the stream of its prevailing ideas. . . . Some groups may choose to educate the public about the poisons in our food or the pollution of our air and water. Still other groups may try to awaken citizens to a sense of the possibilities for personal development, self-actualization and social improvements. [Counselors and personnel services workers would fit here!] . . . All of these modes of rejection of the system . . . can prove to be highly fruitful socially and culturally. . . .

January, 1971, p. 9
The Mother Earth News

The psychologist, Abraham H. Maslow, has coined the term, "Eupsychian", to apply to all individuals, ideas, movements, organizations, institutions, communities, books and periodicals, which strive to keep alive a sense of personal and social health, which tend to foster communal and spiritual values that enable men to realize their fullest potentialities, and which attempt to produce those social conditions and relationships which maximize the creative energies of man.

Maslow refers to his list of Eupsychian groups, organizations and journals as "The Eupsychian Network". A few examples of the network are:

—The Institute for Policy Studies, Washington, D.C. One of the most important of Eupsychian Organizations. Members are, or have been: Paul Goodman, Donald Michael, Christopher Jencks, Arthur Waskow, etc.

—*The Journal of Human Relations*, Don Werkheiser, Editor. This journal largely reflects a decentralist outlook and ideals. A number of the members of its editorial board have been long-time decentralists.

—Social Science Institute, Harborside, Maine. This is the vehicle set up by Helen and Scott Nearing (Socialists) for dealing with criticism of the anti-Eupsychian aspects of American life and for defining through publications and actual communal experiments, the nature of a Eupsychian Community.

—*Is There A Science of Behavior?* Orange City, Florida: Humanitas Curriculum, 1967, 1968, 121pp. A book by George von Hilsheimer. This book lists the names of a number of social and educational experimental groups which are, in almost every sense, part of the Eupsychian Network. The book, itself, is tops and should be read by all Eupsychians. It is a wonderful critique of anti-Eupsychian absurdities in contemporary psychology and education.

—*Go Ahead and Live*, Mildred J. Loomis, Editor. A book which is a very important collection of individual essays by authors who have experimented with Eupsychian objectives, both of an individual and of a community nature. It also deals extensively with Eupsychian ideas.

January 1971; pp. 9-12
The Mother Earth News
P.O. Box 38
Madison, Ohio 44057
(216) 428-4090

Okay! The topics presented are concerned about Kid's Lib, Amerikids, true human nature = human potential for love; vocational discrimination against women; the therapist-woman relationship; how to become a radical (political) therapist; how we define "woman"-in relation to "man" or individually, and the Eupsychian Network. But what can we do with this information?

First, we find ourselves agreeing that such criticism, albeit underground, is worth considering, at the very least. Then, since we are open to considering criticism of these several social practices, we can proceed to appraise the criticism. That is, is it valid criticism? If so, are we going to do something about the present practices in order to align them more closely with our appraisal and beliefs?

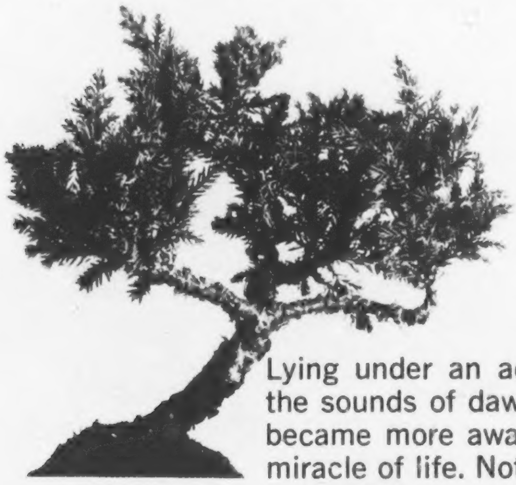
One point of departure that we see is the development of a few questions to help us check our beliefs and their ensuing actions. (We might think of this checklist as an internal system for checks and balances, an equilibrator.) From the concerns raised above, we would raise the following check-questions:

1. In my interactions with people under eighteen (twenty-one?), do I treat them as "children" or as human beings and potential adults?
2. In my interactions with women, do I consciously (or unconsciously) assign them a social role because they are *female*?
3. In my interactions with people, do I feel free to bring my beliefs political and otherwise into the mainstream of communication, or do I prefer to leave them on the shore, out of public view?

We will try to raise these questions continually for ourselves as a means of insuring that we do not remain for long in the sediment of a closed mind. What actions are you energized to take? Let us hear from you.

Editor's Note: We want this column to provide information that gives some indication of what topics, materials, and trends are presented in the underground press. Our intent, then, is one of keeping our fingers on the pulse beat of this information rather than attempting to survey fully the body of underground publications. The result that we hope will accrue from this additional information is a more completely thought out decision, based upon a more wealthy synthesis of information, some of whose existence, viability, and even validity we might otherwise neglect to include in our decision-making process.

Secondly, we are very much aware of our inability to keep abreast of the vast amount of information that is categorized as "underground press." For this reason, we readily ask your assistance and participation in bringing to our attention any underground materials that you feel will aid in improving our awareness of "what's going down". With thanks for your assistance!



Lying under an acacia tree with the sounds of dawn around . . . I became more aware of the basic miracle of life. Not life as applied humanly to man alone, but life as diversified by God on earth with superhuman wisdom forms as evolved by several million centuries of selection and environment. I realized that if I had to choose, I would rather have birds than airplanes.

From **The Mother Earth News**, #7, January 1971, p. 13

reviews

"J" Is Not for Jenny

What is the "Modern Woman"? Is she Jennifer Cavilleri of *Love Story*—steeped in the past, living in the present, planning for the future—all in four-letter words? Or is she "J" of *The Sensuous Woman*—deliberately become "ravishly sexy" with the sole aim of "realizing her tremendous feminine capacity for giving and receiving pleasure" (Playboy Magazine)?

These two opposite portrayals of contemporary females leave an enormous continuum along which most of us more "regular" types find our niche. Yet the fact that these two very diverse books have become simultaneous best-sellers reflects perhaps the secret yearnings within each of us. Perhaps the Jenny in each of us wishes to be engulfed in a sweeping, genuine, enduring, all-encompassing, romantic love affair, while the "J" side of us secretly yearns to be a sexually-exciting, desirable, wanton creature—sought after by those of the opposite sex solely for the mutual physical pleasure derived.

If this in essence be so, small wonder that contemporary woman suffers all kinds of psychological hangups—trying to be Jenny, while at the same time wanting to be "J". Jenny's sexual relationship with Oliver evolves as a natural culmination to a total (though superficially-treated) male/female relationship running the full gamut of the love/hate spectrum. They are intended to be seen as complete individuals who come together in a complete male-female relationship—giving, taking, but mostly sharing. What they are and what they do is dependent upon what they feel. Feelings are intrinsic to the kind of relationship they epitomize. Jenny and Oliver care for and about each other. They complement as well as supplement each other and are responsive to one another, in the exigencies of day-to-day living.

"J" is another kind of woman entirely—"a bitch in bed, sensual, beautiful, maddeningly exciting," enjoying life as she knows it, "getting and keeping men by making them feel their uniqueness" and, in doing so, reaping an "enriching experience of a really joyous and fulfilling sex life" *(Sensuous Woman)*. She does, however, urge women to be careful rather than casual in their bedmate selections, in hopes of finding a man who not only "admires and enjoys you, knows how to take and give completely—but also helps build a bridge of intimacy that reaches into the heart, mind and soul of each of you."

The two relationships are virtually mirror images of one another. The romantic portrayal of *Love Story* starts with the individual self, develops into a mutual merging of two souls, and culminates in the physical sharing that is sex. "J" starts with sex, matures with more sex, and hopefully progresses to encompass a meeting of the heart, mind, and soul.

What makes a female opt for deliberately creating herself in the image of a sensuous woman? What is it which makes her want to be a pleasure object whose sole enjoyment in life results from her capacity to give so much pleasure to her mate that his natural response will send her soaring to new heights? Why does she feel that her only fulfillment in life is through satisfying sexual encounter? Mutual sexual satisfaction for men and women is undoubtedly one of the great pleasures in life, but is it the sine qua non for being?

Continual changes in cultural mores have torn our social structures apart, so that many people, thus uprooted, find it difficult if not impossible to form meaningful relationships. The family as a stable force with established value patterns no longer exists for many—mobility is a national way of life with one family in ten moving each year. People are unable to develop deep, permanent relationships at any level. Often they protect themselves against hurt by intentionally keeping acquaintances at a distance lest they find themselves deeply committed to people who then abandon them by moving away. Self preservation thus demands a relationship that has only a surface dimension, one which focuses on the external person only. All this superficiality may be fine to a point, but at that point the individual may begin to question his own identity, although he has voluntarily given up part of it for a somewhat nebulous sense of security. It is at this point that man—and woman—may "seek to use sexual experience as a means of entrance to . . . an imagined core of existence, a center at which mystery, profundity, excitement, danger, reality (as opposed to cultural veneer), and . . . meaning can be known, a resource promising a heightened sense of self" *(Saturday Review*, July 10, 1971). Like "J" of the *Sensuous Woman* and her counterparts found in "M" of the *Sensuous Man* and Roger Warren in *How to be an Erotic Man*, they seek to involve themselves completely with a member of the opposite sex in an effort to assure themselves of their own identity—that they are real, personable, desirable, and totally acceptable as individuals. Both "J" and "M", along with Warren, go to great lengths not to improve their personalities, but rather to improve their abilities to catch and keep a bedmate. They take delight in presenting their techniques for meeting potential partners, luring them to bed, and once there, for making them want a return engagement. Nowhere is *love* discussed, except as something necessary for men to say occasionally because women like to hear it.

Jenny and Ollie fall in love, then into bed—in that order. The sequence is natural and spontaneous, but even more important, it is only part of their total relationship. Jenny and Oliver are complete people—not very mature perhaps, but complete—who work, eat, fight, play, hate, and love. "J" and "M" *make* love, which is not the same thing at all. They, along with Warren, seem to have found the answer to their former inadequacies—new sexual "techniques" which, when mastered, assure them of new lives of unending fulfillment. Their concern focuses only on how to bring additional pleasure into their lives—and beds. They are willing to improve their boudoir personalities, if by so doing they can improve their opportunities for seduction. The sexual relationship appears to be the one most highly valued and developed by the cult of *J*'s and *M*'s, to the exclusion of the more difficult (but more complete) male-female relationship. The question to be raised is—Why?

Why are so many people opting for such hedonistic lives? Why are they substituting the point above the water for the entire glacier? Is society to blame for this lack of purpose, this lack of drive? Is our entire way of life being challenged by people afraid to live it?

If so, what can we in the helping professions do about it? We are already aware that identity must be fully explored as early in life as possible. Schools are making efforts in this direction by trying to inaugurate guidance programs at the elementary levels. Counselors are increasingly being pressured to work with young girls in particular efforts to help them clarify their social roles. The question for a female is no longer whether to become a career girl or homebody—it is whether to become a *Jenny* or a *J*.

Perhaps the best for which we can hope at the present time is that the Jenny's of this world meet the Oliver's and that the *J*'s meet the *M*'s.

"*C*"

POEM

only the knowledge that you
crucify children, and suck
them into you, keeps
me fighting. i
fail to see the relevance in one-way-only
blind faith.
do you really expect growth by
stifling?
the only thing i've learned
here
is not to trust the
"system" cause when
you-I try to get out (for better or for worse)
they-you turn around and hit you-Me over the-
head.
then you-they send Me-you forward (good christians
that you-they are)
to be pacified into acceptance.
not with todays people.
you can't fool us-Me
anymore.
good-bye. . . . .

Maureen Michael

WHAT IMAGE

The public image of the counselor has recently been the subject of much debate and concern. Increased standards of accountability and decreased budgets are causing administrators, the public, and counselors themselves to examine carefully the role and image of the counselor in today's society. In response to this concern, *Impact* interviewed leading counselors about the country regarding their impressions of the current image of the counselor. Each respondent spoke to the following five questions:

1) What do you think is the current image of school counselors?

2) What do you think is basic to and/or contributes to the image counselors now have?

3) Do you know of any school programs or practices which have or are contributing to an improved image of counselors?

4) Are there any programs or practices you are aware of which you feel are detrimental to the image of the counselor?

5) What do you feel can and should be done on a local, state and national level to improve the counselor image?

Following are excerpts from the interviews. Readers are invited to react to these statements in future issues of *Impact.*

What do you think is the current image of school counselors?

. . . seems to be slipping somewhat from what it has been in the past, mostly because of government support for the need of school counselors. The pressure for money within every educational program is almost demanding that some situations be drastically cut back and it seems that counselors, especially elementary school counselors have not gained adequate reliability for education programs.

Fitzgerald ☐

. . . vague and indistinct. This leads to the "forgotten men" syndrome of counselors having been forgotten by many leading educators and educational critics today.

☐ *Breckenridge*

It's improving, however, it is still not what I would consider to be ideal, there is still a considerable amount of misunderstanding of the functions of the school counselor in the school setting. There are many different perceptions . . .

Hays ☐

. . . parents and students have a negative image of school counselors. I feel the federal government also has a poor image of the school counselor. I think parents have a negative image because they don't see much happening.

☐ *Thomas*

. . . the school counselor public image has been deteriorating for quite a while and currently is related to the question of counselor accountability. . . . I don't think counselors have met the expectations of the individuals with whom they work—students, teachers . . .

Engen ☐

As an advisor to students, counselors are also seen as a kind of personal counselor for the kid having a personal or education related problem. The administration in a school probably sees the counselor as an administrative helper . . . while the counselor probably sees himself pretty much the same as the public would see him, as an advisor to kids.

☐ *Ristow*

. . . paradoxical . . . many outside the profession use this area as a scapegoat. It becomes the buffer during evaluations and budget negotiations . . . . The current image needs "refurbishing" to meet the pressures of the times.

Daley ☐

. . . it's quite positive. I see some indicators in the general public which would say that knowledge of the counselor's role has increased and certainly support in general for counselors in schools has increased dramatically . . . The October 1970 issue of *The Phi Delta Kappan* reports on a poll conducted on the status of our schools. People responded to the question, "What do you think of guidance counselors in the schools? Are they worth the added cost?" Invariably, the people polled recorded quite overwhelmingly support for guidance counselors. We found the same thing in a Wisconsin poll as have Minnesota and New York . . . I can see in all aspects of the public today tremendous support for counselors. I don't think that's indicating dissatisfaction with the job that is being done today.

☐ *Erpenbach*

. . . I see probably legislators and, to a certain extent, taxpayers, having somewhat of a negative viewpoint . . . overall the counselor image has a long way to go to be praised, but I don't

THE COUNSELOR

really think it's all negative either.
Severson ☐

. . . one of the biggest reasons for the variance in support by different publics would be related to something like "what have you done for me lately?"
☐ *O'Hara*

What do you think is basic to and/or contributes to the image of the counselor?

Counselors have been too broad in their role descriptions and not definitive in what they can do effectively . . . They're not specific enough in the statement of their role function, so it's difficult to measure outcomes and this affects their image.
Engen ☐

. . . may be a matter of having had counselors around long enough so that people can begin to see what they do. I think we're finally getting to the point where we're convincing counselors that they have to have the courage to look at what it is they are doing, to evaluate themselves and to let people know the difference it's making to have guidance services in schools . . . . I think the basic factor right now is the fact that we are getting a little local research done on what guidance services are and what these services mean to the public.
☐ *Erpenbach*

Perhaps counselors have attempted too much and ended up doing nothing outstanding. Being all things to all people not only is impossible, it's also destructive of role delineations and expectations. We need as a profession . . . to limit ourselves and thereby limit people's expectations of us to realistic goals.
Breckenridge ☐

Those in positions of influence back in the 1960's probably oversold counseling—we attempted to be all things to all people. We have many school counselors who have attempted to work in the area of personal-social problems but who never call in children who are failing or who have erratic attendance problems. They do not treat attendance as a symptom—they treat attendance problems as a "bad guy" problem. I think we attempt to be the guidance program in school systems rather than to allow guidance to permeate the entire school system, involving the teachers and the entire school staff . . . counselors haven't played as important a part . . . as they ought to play in helping students' self understanding.
☐ *Thomas*

Terry Thomas
Director of Pupil Services
Oakland County Michigan Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

We have probably had counselors in the schools for a long enough time now so that the public image is pretty much based on personal experience. People respond in terms of what they found the counselor to be like when they were in high school.
Ristow ☐

The tight economic era has caused professionals to look for survival techniques—one is to "de-employ" those whose services cannot be overtly measured. Secondly, counselors are usually hard-working and humble—not the least braggadocious. Counselors need to become more astute in public relations, and concomitantly, all counselors need to counsel.
☐ *Daley*

The counselor, in too many persons' eyes, is one who works only with individual students. I feel that the counselor needs to let other educational personnel know that his skills can also carry over to classroom situations in working hand in hand with the classroom teacher. This emphasis needs to be carried over into counselor education programs if counselor education and counselors are going to be truly accountable for the services they have to perform in schools.
Fitzgerald ☐

The atmosphere and the environment in which one works could have an affect . . . This would be provided by the administrators, the school board or the school system. . . . the counselor himself could be more accountable for what he's doing . . . also his own ability to develop a public relations program for himself in the school and community, to get himself out of his office, and contact people who can help him develop his program.
☐ *Severson*

A lack of understanding about the functions of counselors. Counselors, themselves, have not been able to delineate their own roles and functions.
Hays ☐

Donald Hays
Director of Pupil Personnel Services
Fullerton Union High School District
Fullerton, California 92632

The primary thing relates to "What have you done for me lately?" and the big factor related to that is that counselors in general . . . have been in situations where the jobs they have been asked to do are far greater than what they have been able to accomplish. So they are continually coming up short of accomplishing all their objectives. Part of this relates to accomplishing objectives as a member of a team. Teachers, for example, evaluate counselors on the basis of what counselors have done for them as teachers; rather than what counselors have done for kids and how they work together to help kids. This is one of the parts of this problem and I would say that in those instances, particularly in the federally funded programs where counselors have been able to take on manageable kinds of jobs, manageable kinds of functions, and have been able to perform those, their image is better than when they have not had this opportunity.
☐ *O'Hara*

Do you know of any school programs or practices which have or are contributing to an improved image of counselors?

The T. K. Young Laboratory School in Gainesville, Florida in connection with the University of Florida education program, is developing a career development program for the elementary school, the junior high schools, and next year, the senior high schools.
Fitzgerald ☐

The schools that have "grabbed onto" a particular focus have probably done more than others to improve the counselor image. For example, the counselors in some schools have become very involved in: (1) drug counseling; (2) evening parent counseling; (3) working with potential dropouts, the gifted or students with learning disabilities; and (4) dealing with career development.
Perhaps in our school the thing that has contributed more than anything else to a more positive counselor image with the students and staff has been the evolvement over the last three years of cooperative career days by departments, within the school day . . .
☐ *Breckenridge*

Arlene Breckenridge
Chairman, Guidance Department
Cooper High School
Crystal, Minnesota 55422

I don't know of any schools that are doing a great deal. I do know that Pontiac Northern High School in Pontiac, Michigan is trying to move in that direction. They have been meeting periodically with their staff, and on one occasion took the counselors and the kids out for a retreat weekend . . . They are doing something with the school dropout and are recognizing that the problem is not always with the kid but that it might be with the school . . . Counselors have to get out into the community. This idea of sitting back and feeling that if the kids want to come in they can come in—that's nonsense! Counselors have to get out into the community and get involved with the grade school people, get involved with Mrs. Jones down the street. It's just got to happen or otherwise they are not going to get anywhere.
Thomas ☐

I can only speak for the southern California area—Covina Unified School District, Culver City Unified School District, Fullerton Union High School District—to name a few, are beginning to work in the area of accountability and, in working with the total staff, they are beginning to make some changes in the image of the counselor. A more state-wide program is Dr. H. B. McDaniels' *Youth Guidance System*, which is attempting to bring diverse populations together in terms of the total impact of counselors within the schools.
☐ *Hays*

"Walk In Centers" offering counseling to drop-outs, school youths, and adults . . . and . . . televised Career Development Programs geared toward reaching those who may not be inclined toward training . . . family counseling.
Daley ☐

The Dubuque Public School System and the Mason City and Des Moines, Iowa schools are involved in programs of this type. In Dubuque, the concern with the public image of the counselor role is with being able to convey it and make people aware of functions specific to it. In these cases the whole city is involved in evaluating the counselor role and function. This year they are involved with counselor role in career development, within the total curriculum. The Des Moines Public Schools are interested in a similar approach. They participated in an 18-month study of the guidance department, on the role and function of the counselor. In one aspect the group did work with the public, much as we did in our evaluation of the program in Mason City—that is, how the public views the role of the counselor. What they are doing there is delineating the counselor functions. They are establishing a hierarchy of professional roles, with the counseling psychologist at the top, and with sharply-defined roles and functions all along the scale . . . the public was pleased that the counselors were in the schools, they thought that they were doing a pretty good job, but they really didn't know precisely what it really was that they were doing. The ones who really seemed to know the most about what the counselors were doing were the kids.
☐ *Engen*

Donald Severson
Register
DesMoines Community College
2006 Ankeny Blvd.
Ankeny, Iowa 50021

I'm chairman of a task force dealing with that question. We've surveyed schools from major cities around the country, and we've surveyed many of the school systems within Iowa as to what is being done and how they are going about it. In Iowa we're addressing ourselves and confronting ourselves in order to see what our problems are and how we might go about lessening them.
Severson ☐

We've been working with about 17 randomly selected Wisconsin school districts on this very topic and have been doing some rather extensive program evaluation . . . information and findings are being shared by these districts interchangeably, so what one district is finding by looking at itself, the other sixteen are also finding out. In some of these districts, counselor image has not been that healthy and

counselors have not been well received. However, having worked with them now for a year, I can see that impediments are being removed, districts are doing a better job, and everybody seems to be a lot happier. In some of the districts the only staff additions this year will be in the guidance staff . . . we think that is pretty good.
☐ *Erpenbach*

Are there any programs or practices you are aware of which you feel are detrimental to the image of the counselor?

Some of the practices that most hurt our image probably include: (1) neglecting to set limits or parameters to people's expectations of us; (2) functioning as Jacks and Jills of all trades and masters of none; (3) tending to sit back and let others determine our role; (4) refusing to specialize when there is more than one counselor in a setting; (5) neglecting to set priorities consciously and then letting them be set by whatever happens, and (6) ignoring the importance of national and regional communication of concerns and constructive solutions we can all share in, if we choose.
Breckenridge ☐

I can't be specific but I know many school counselors are being commandeered for lunchroom duty, hall duty, and bus duty . . .
☐ *Fitzgerald*

What is detrimental to the counselor image is his performance of menial tasks totally outside his specialty area . . . this feeds the image of a very low-keyed type of functionary within the school system . . .
Engen ☐

Harold Engen
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College of Education
University of Iowa
Iowa City, Iowa 52240

I know from the questions I receive that there is certainly a lack of communication between the individual schools and the parents . . .
☐ *Thomas*

. . . to some extent the general public has an image of the counselor as a kind of a pseudo-psychologist or psychotherapist and perhaps counselors in some states are allowing this perception to continue.
Severson ☐

. . . it's things like teachers not getting satisfaction or feedback from the counseling department when they refer a child.
☐ *Hays*

A characterization of this kind of activity is lack of flexibility or adaptability on the part of the counselor, so that the way the counselor spends his time is not consistent with priorities of his local school setting. Professional literature has indicated that we aren't always the best as human relations specialists . . . Counselors are being given unreasonable kinds of assignments that cause them to go off in all directions, trying to do all things for all people . . .
O'Hara ☐

James O'Hara
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Denver Public School System
414 - 14th Street
Denver, Colorado 80202

The hiring of unqualified persons under the aegis of counselor is most detrimental. Some people become "counselors" and start the *first* course in the fall of the year in which they are hired.
☐ *Daley*

In one of our "progressive districts" for one reason or another counselors have been reassigned a number of administrative duties for the next year. They took the counselors out of the guidance centers and moved them into a large room and assigned them desks in this large room, and then they took the administrative duties and simply divided them up among the counseling staff and retitled the counselors "administrative assistants." They think that this is a very good move. We think otherwise . . . You have to look at the individual who is holding a counselor's position and then decide to what degree that individual contributes to his downfall. Invariably, many of these people contribute to their downfall because they are comfortable in doing the administrative tasks. They are status oriented and they see status coming when they have some power . . . I think it's simply like any other profession—there are just some bad counselors. When you have these people around you can't have an effective guidance program.
Erpenbach ☐

What do you feel can and should be done on a local, state and national level to improve the counselor image?

I think counselors should get back to the kind of thing that they were intended to do—to assist teachers with students who have academic problems. I don't mean they should neglect the student who has personal-social problems, but I think counselors have spent too much time in talking to the kid who has been dropped from cheerleading and is upset. If personal problems become serious, then something ought to be done about them. But I think we have overemphasized the whole bit, and ought to get away from that and get involved with more of the kids who have academic problems—the kind of kids who don't come to see counselors. . . . another area we need to be concerned with is adult education. Counselors should be available to assist adults in their educational planning and in their personal adjustments . . . the Michigan Personnel and Guidance Association is setting up its own procedures for certifying school districts in terms of their guidance and counseling programs. New York started this, and Michigan has picked it up. This is going to bring about a professional acceptance of people in guidance and counseling.
Thomas ☐

Paul Fitzgerald
Administrator/Pupil Personnel Section
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The counselor needs to become more involved in working with teachers toward effective education in classrooms. Counselor skill in group techniques needs to be shared with classroom teachers. More involvement of counselors in group situations and especially classroom situations will increase the need and reason for having a school counselor . . .
☐ *Fitzgerald*

. . . there is a different role necessary as well as role differentiation within the environment of counselor settings. . . . Counselors need to identify this and create this needed role . . . accountability is part of it—accountability towards performance. This is all tied up with what kind of public image we want to create and whether we want a different image with different groups.
Severson ☐

In Iowa we've had a program of upgrading and retraining counselors so that they can function more effectively, in specific areas. For example, counselors function ineffectively in draft counseling, drug counseling, and areas like this. Many are deficient in the areas of group work . . . and we are facilitating a retraining process, utilizing practicing counselors who have exemplary programs, to train other counselors. The trainers are encouraged to bring in some resource agents. The second phase is a "coordinating public relations process" with the regional divisions of branches of APGA. We need some professional public relations assistance to help project a positive image. There is a considerable amount of positive activity going on, but the laymen and the press seem to relate more to ineffective practices than they do to the ponderous amount of responsible professional information available . . .
☐ *Engen*

I think at all levels from local to international, counselors could do better communicating of ideas, problems, solutions . . . We need as a profession to cooperatively assign ourselves some priorities and specific ways to implement them so that each school's counselors can determine what from national models to adopt or adapt to their situation . . .
Breckenridge ☐

. . . special workshops involving teams of supervisors, principals, counselors, and teachers . . . local ASCA associations taking a more active role in effecting policies that will ultimately determine the kind of persons who become their colleagues.
☐ *Daley*

Thelma T. Daley
President, American School Counselor Association, and Chairman, Guidance Department
Overlea Senior High School
Baltimore, Maryland 21215

One of the things would be some kind of a program of inservice education for counselors themselves. Whether this should be done on a local level or on a broader regional basis doesn't really matter. What is needed is something that would provide additional training for counselors so that they could come to grips with some of the problems they have and find better solutions . . . Training institutions in general seem to be clinically oriented and I think that this is a point at which they might improve their image by changing their approach to a less clinical one . . . .
Ristow ☐

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I'll have to go back and start with ASCA's concern in 1967 . . . we were very concerned about looking at the counseling roles across the country. We conducted a fairly extensive study trying to identify promising practices in counselor role communication. Subsequently, we produced a small monograph on the subject which had about 38 different activities described which were considered promising ways to communicate counseling roles. We were most concerned as a committee with the lack of initiative on the part of the counselors to do much role communication and I think that if we're going to improve our image, it will be more through concentrated local level role communication than at the state and national level. I think at the state and national level we could work with various kinds of advisory committees to seek and develop some means for liaison with other professional groups. Maybe on the state and national levels we could spend a little more time in dialogue between ASCA and say the Association of Secondary School Principals or the Association of School Administrators. We also need dialogue with groups out of education and I think we have been in error in confining communication activity and our liaisons to the educational community.
☐ *Erpenbach*

William J. Erpenbach
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On a local level, counselor organizations can work with their memberships and attempt to identify what activities are needed to improve their image . . . teachers and counselors working as co-workers and not as opponents is a very important step on a local school level toward improving the image of the counselor. Counselors should try to implement programs where only fully qualified counselors are performing counselor functions, thus, hopefully, improving their performance. Counselor-educators could be very helpful in preparing counselors to be more adaptable by equipping them with methods to identify the dynamics of a local school setting and to determine how to best utilize their skills and knowledge in that particular setting . . . various organizations interested in counselors on the local, state and national level should be extremely interested in maintaining good relationships with other professional organizations . . . they should help bring about some better common understandings of what skills and knowledge counselors have and how these can be used to meet high priority needs in a school.
O'Hara ☐

Within the local school system there needs to be a clear cut definition of the function of the school counselor and this needs to be communicated throughout the entire school staff. At Fullerton Union High School District we have come up with the job description of the school counselor and we are trying to promote this job description so that the school knows what the counselor can and cannot do. At the next level the responsibility belongs to the counselor association. The Orange County Personnel and Guidance Association, for example, is attempting to improve the image of the counselor by inviting diverse groups to their meetings. At the national level, professional groups have to spend more time helping each state develop a counselor image and helping to get this image communicated to the counselor at the school level.
☐ *Hays*

blueprint

Help Design Future Issues of Impact

Impact can only become impactful by responding to your interests and concerns. Hence, Blueprint, will present topics throughout the year that we have identified as topics that could be covered in future issues of Impact. But, we need you to both "prioritize" the topics we have listed and to suggest new ones that are needed which we have not named. In effect, we want you to draw a "blueprint" of the kind of magazine that would meet your needs. A postcard with "yeas," "nays," and "write-ins" will do it. In fact, if you send us a postcard we will send you a supply for easy communication with us just to show you that we mean business about your deciding what goes into your magazine!

Some Suggested Topics

—Confidentiality and Privileged Communications
—Accountability and the Evaluation of Guidance
—New Delivery Systems and Organizational Models for Guidance
—Establishing Effective Linkages between Counselors and Vocational Educators
—A New Professionalism for Counselors
—Family Counseling and the Counselor
—Change Goals and Strategies for Counselors
—The Counselor and Conflict: Flight, Resolution, or Utilization
—New Means and Modes of Certifying Counselor Competency
—Inservice Training Programs for Counselor Development
—New Models for PPS and the Integration of Diverse Helping Specialties
—Counselor Change Agentry
—The Sexual Revolution and the Counselor
—Students as Resources
—Counselor Consultation Models
—New Media: Guidance Resources for Enhancing Counselor Outreach and Impact
—Alternative Guidance Procedures and Programs
—Counselors and the Drug Scene: Where We Are At and What Options Are Available to Counselors
—Should We Develop Undergraduate Counselor Preparation Programs?
—The Counselor Role in Collective Bargaining
—Counseling for the New Roles of Women (and Men?)
—Would We Improve School Guidance If We Moved It into the Community?
—Paraprofessional and Volunteer Guidance Staffing: Save or Salvo??
—Student Development Centers
—Building Guidance into School Curriculums
—Enhancing the Public Image of the Counselor
—Counseling the Returning Veteran
—Counseling Unwed Pregnant Teenagers
—Counselor Involvement in Pre-school and Early Childhood Education Programs

Don't forget to Vote—every Vote counts!

surveyor

Surveyor *is a random telephone survey of how subscribers feel about certain national issues. This month,* Surveyor *tackles three current issues: (1) Enfranchisement and the Age of Majority; (2) The Draft; and (3) Drug Use. Results are gathered from a sample of approximately 10 percent of* Impact *subscribers, as of August 6, 1971.*

■ Enfranchisement and the Age of Majority

1. Eighty-one percent (81%) of our respondents favored students being eligible to vote at their college residence in national elections, 67% would extend this privilege to state elections, while only 49% would extend it to local elections. For national, state and local elections, 15%, 14% and 32% respectively did not favor giving students voting privileges at their college residence.
2. Lowering the age of majority to eighteen was supported far more substantially, however. In regard to prosecution as adults under criminal laws, 89% were for and 11% were against. For the right to purchase liquor, the same figures were found. The strongest support was for the right to make binding legal contracts; 93% favored this right and 7% did not.
3. Ninety-six percent (96%) of our respondents believe that lowering the age of majority to 18 has implications for counselors and counseling. Four percent (4%) did not think the implications were of consequence. The three most often mentioned implications were: (1) the need to deal with eighteen-year-olds as bona fide adults; (2) the need to make eighteen-year-olds aware of their legal and civic responsibilities; and (3) the consequent problem of alcohol on campus.

■ The Draft

1. Opinion was quite evenly divided on establishing an all volunteer army. Fifty-six percent (56%) favored this action, with the added qualification that there would be enough people to staff one. Forty-four percent (44%) were not in favor of the action.
2. On the other hand, 70% of the respondents were agreed that elimination of the draft would decrease some of the tensions currently experienced by youth. Thirty percent (30%) did not think so.
3. Further agreement, however, was reached on establishing volunteer social service as an alternative to military service: 86% for, 7% against, with 7% abstentions.
4. Of the 55% of our sample who presently provide draft counseling (15% do not; for 30% the question did not apply) the services most often provided were referral to: (1) counselors who are knowledgeable about the topic; (2) selective service literature; (3) draft counseling support services; and (4) available legal reports on the topic. Generally, those who indicated they do not provide draft counseling utilize private groups that presently offer such services.

■ Drug Use

1. Here again, opinion was fairly evenly divided as to whether drug use is a serious problem among students with whom our respondents come into contact. Fifty-five percent (55%) thought it was serious, 41% did not, while 4% were uncommitted. As for the level of contacts, 3% were at the elementary school level, 19% at the junior high level, 31% at the high school level, 3% at the junior college level, and 44% at the college level.
2. Fifty-nine percent (59%) provide drug counseling, while 37% do not (for 4% the question was not applicable). The counseling and/or services provided in order of frequency mentioned, were: (1) counseling services; (2) a drug clinic; (3) a drug information center; (4) literature about drugs; (5) referral to the health service; (6) a crisis line; (7) classroom instruction; and (8) a methadone clinic. Sixty-one percent (61%) said their services were part of a regularly organized program; 39% said they were not.
3. Only 66% believed that *counselors* should conduct drug education sessions; 4% were undecided, and 30% did not agree with the statement for varying reasons. Yet, an overwhelming 96% believed that counselors should provide group counseling on drug abuse and should counsel at individual request. Four percent (4%) disagreed on each of these two statements. Finally, virtually all (100%) agreed that counselors should refer clients to drug specialists.

bazaar

JOURNALS AND NEWSLETTERS

Career Development
Manpower/Training/Careers in the Human Services.
Published monthly by Human Services Press, Suite 160, 4301 Connecticut Ave., N.W., Washington, D.C. 20008. Published monthly $10.

Consumer News
Monthly newsletter covering government tions and legislation questions before Congress. Order from:
Office of Consumer Affairs, New Executive Office Building, Washington, D.C. 20506—$1.00.

The Center for Communication, Growth and Actualization has announced a new bi-monthly journal for leaders and students involved in group techniques. Order from:
Ron Hestand, 3795 Mission Blvd., San Diego, Calif. 92109—$15.

The Radical Therapist, Hillsdale, New York 12529, is a bi-monthly magazine for all people concerned with redefining "therapy" in latter-century America and making therapy systems responsive to the needs of the people, not the needs of the therapists. Besides showing how current forms of therapy serve the status quo, they will examine alternatives and encourage new groupings of radical therapists. The journal will focus on ways therapy can serve the movement: women's liberation, community control, and anti-imperialism. Subscriptions are $6/year.
[Vocations for Social Change (VSC) July-August, 1971]

New Voices in Education
A quarterly journal which publishes articles of interest to graduate students emphasizes the student point of view:
New Voices, Box 2456, Normal Hall, University of Florida, Gainesville, Florida 32601

Outside the Net
P.O. Box 184, Lansing, Michigan 48901, (517) 351-9392 or (212) 370-4727 (in N.Y.), is edited for those who seek a radical and humane alternative to America's educational system. It will analyze schools and media and their relationships to society, explore alternative educational lifestyles, and serve as a link to the underground press and Liberation News Service to spread information about change in education. Send $.50 for a sample copy of their second issue. [VSC, July-August, 1971].

REPORTS

Proceedings of the twelfth annual College and University Self-Study Institute, **The Minority Student on the Campus: Expectations and Possibilities,** includes papers on Black, Chicano, Native American, and Asian American student perspectives; curriculum programs for minority group students; and the non-curricular programs of recruitment and admission, orientation and counseling, and financial aid. They may be ordered from: Center for Research and Development in Higher Education, University of California, Berkeley, California—$3.50.

A chronicle, **Indians in Revolt—1970,** is available for $1 from the Race Relations Information Center, P.O. Box 6156, Nashville, Tennessee 37212. Also available from the center are Xerox copies of "Cubans in Miami: A Third Dimension in Racial and Cultural Relations."

Five publications forthcoming from the Youth in Transition Project.

Drugs and American Youth: Some National Survey Findings—Will deal with existing usage rates, attitudes, availability and correlates of usage as well as changes in drug usage associated with being in the military, college or a job during the year after high school.

The Organization and Social Environment of the American High School—Multivariate prediction of student outcomes at the school level. The emphasis in the analysis will be on variables which have the most susceptibility to being changed administratively.

The Impact of School and Work Environments on Young Men—Will deal with individual level variables as well as school-level data. There will be three major sections; the first will document high school effects noting characteristics related to individual criteria, the second will focus on effects of different work environments while the third will integrate the first two areas of analysis.

Special Report of Vocational Education—Will present available data on vocational programs in the schools, work study programs and special training received outside high schools.

Young Men and Military Service—Will examine the choices made by young men at the end of high school with particular attention paid to why some of them choose to enlist. Hypotheses from occupational choice theory will be tested and the issue of an all-volunteer army discussed. Inquiries concerning these five publications should be addressed to: Publications Division, Institute for Social Research, Box 1248, Ann Arbor, Michigan 48106.

BOOKS

How to Survive in Your Native Land
by James Herndon. Simon and Schuster, $5.95.
The purpose of school says Herdon, like other American Institutions, is first to perpetuate itself; only secondarily to worry about being a place to learn. School is the "closest thing we have in America to a national established church. Getting an education is the closest thing to God." Students are reading it; perhaps counselors should too.

A Student's Survival Manual: or How to get an Education Despite it All. Alan N. Schoonmaker, Harper & Row, Publishers, 1971. $3.95.
. . . a much needed book on how to understand and cope with the system; focuses on the problems students feel are important—studying for exams, finding competent professors (and avoiding incompetents), getting into graduate school, interviewing for jobs, living with parents, considering drugs, and dealing with sexual problems.
". . . my basic purpose is not to criticize or even to describe the system; **it is to help students to solve their problems** . . . You have to understand the system so that you can get the most out of your college years. If you understand it, you can use the system to help you solve your problems, especially the crucial ones of learning who you are and where you are going." (preface, page XV). Should serve as a good introductory jump-off point for counselors to familiarize those students pursuing a college education with the road ahead.

How to Live on Nothing by Joan Ransom Shortney. The secret of living on nothing joyfully is "in taking a little time to do things that the majority of people pay to have done." A treasure house of practical information on dropping out of the rat race and into life.
[Mother Earth News, Jan. 1970]
Good for counselors who are considering a change in life style or just want information on how the "other half" lives. (336 pp. $.75).

RESOURCES

The College Entrance Examination Boards has announced that its **College Locator Service** will be operational in Fall, 1971. For an eight dollar fee this service will help high school students find out about colleges which meet their specifications. An extensive questionnaire will be used to obtain needed student input.

Planning to set up an alternative school and want advice on financial and legal problems, or still "within the system" and want to know your rights and how to deal with the Establishment? Call or write us. We are an OEO legal services backup organization. **Center for Law and Education,** 38 Kirkland Ave., Cambridge, Mass. 02138.
[Mother Earth News, Jan. 1971]

Sociocom, Box 317, Harvard Square P.O., Cambridge, Massachusetts 02138.
If you want to make a really decent living doing social work, **SOCIOCOM** has just the monthly directory of job openings for you. Almost every listing requires a degree of some sort and/or experience although—to be fair—a few do not. One or two openings pay as low as $450 a month and the general range of positions seem to offer starting salaries of $12,000 to 25,000 a year. Monthly. $25.00 a year or two issues for $10.00. [Mother Earth News, Jan. 1971].

Source, 2115 "S" St. NW, Washington, D.C. 20008, (202) 387-1145, is a guide for everyone working toward radical change. A resource encyclopedia containing thousands of descriptions: projects, groups, prototypes, books, tapes, films, periodicals . . . Source is the people in the communities, sharing knowledge, skills, ideas and resources, building alternatives to and within the corporate state. There will be 13 sections, printed separately, on such topics as communities, health, culture, agriculture, justice/repression, etc. The first section on Communications came out in June. Subscriptions are $8. [VSC, July-Aug. 1971].

An **Inventory of Drug Abuse Research Instruments** has been formed. Those using such instruments are invited to submit a copy of them, as well as pertinent bibliographies and citations of relevant references (articles, reports, and books), for notice in the Inventory. A copy of the entire Inventory will be sent to those who do submit such material. Others will be sent a copy of the Inventory upon their request. Send to:

E. W. Ferneau, Jr., BCH Psychiatry Service, Mattapan Chronic Disease Hospital, 249 River Street, Mattapan, Mass. 02126, U.S.A.

A Chance to Go to College—a directory of 829 colleges and universities which have special programs and offer help to minority and low income students. Available for $3. from College Board Publications, Box 592, Princeton, N.J. 08540.

Counselors for Peace and Social Action, % Lucie W. Barger, 10 Nott Terrace, Schenectady, N.Y. 12308, grew out of the last American Personnel and Guidance Association convention. "We have all ages and persuasions who are drawn together by an honest desire to bring about social change so that peace may become a reality." They do not deal with sexism and racism.
[VSC, July-Aug. 1971].

Underground Press Syndicate, Box 26, Village Sta., New York, N.Y. 10014, (212) 691-6073, serves underground papers and alternative media by arranging collective subscriptions, advertising contracts, publicity, and acting as a clearinghouse for information about underground media. Advertising directory (catalog) available for $1; booklet "How to Publish Your Very Own Underground Newspaper" sent on request (donations for postage appreciated); list of UPS papers (free) and all sorts of other media/movement oriented things.
[VSC, July-Aug. 1971]

MISCELLANEOUS

Styrofoam Swords—A non-harmful aggression releaser? $11, postpaid. The Boffing Institoot, 190 Emmet Court, San Francisco, California 94110.

Discount Button Prices for Movement Organizations. For price list: Larry Fox, Box 581G, Hempstead, N.Y. 11551.

Impact invites its readers to submit items for Bazaar.
Items announced in Bazaar will not be reoccurring.

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Shirts, Garry R. LIFE CAREER GAME, PLAYER'S MANUAL. San Diego County Department of Education, California. ED 010 077 MF-$0.65 HC-$3.29 71P.

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EDRS Ordering Instructions

References in this publication that have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, the following information must be furnished.

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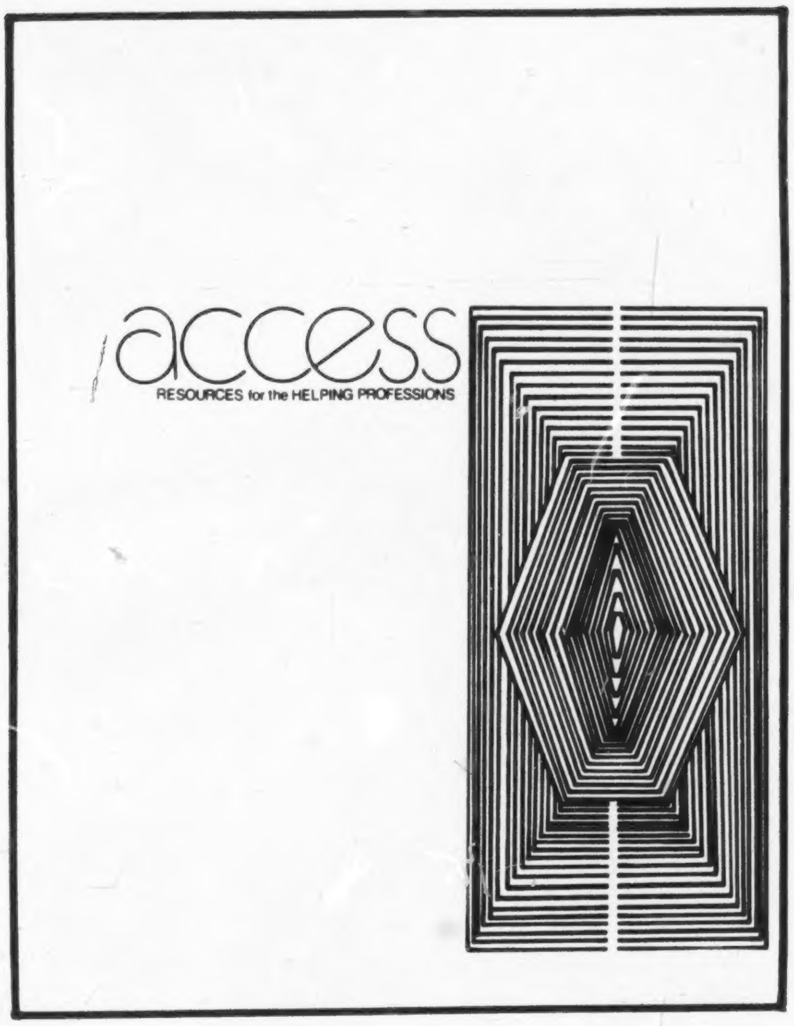
We at CAPS are pleased with the new look *Access* will be wearing. We are also pleased that the American Personnel and Guidance Association (APGA) will be associated with our Center in the publishing and marketing of *Access*.



Subscriptions to *Access* are available from the Subscriptions Manager, APGA, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. The cost is $18.00 for regular subscriptions, $15.00 for APGA members, and $9.50 for a single issue.

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Publications to meet the needs of all members of the HELPING PROFESSIONS.

Communique

Are you interested in: (1) short, one-paragraph summaries of recent research findings; (2) practices which can be implemented without completely reorganizing your school and which are described in enough detail so that a second resource is not required; (3) theory in the vernacular; (4) new materials that are clearly described and inexpensive; (5) news of campus happenings; and (6) surveys of current practices and counselors' opinions on societal issues?

Communique—direct, current, precise, personal, and as free-from-jargon as we can make it! ($3.00 per year for nine issues)

communique

resources for practicing counselors

Introducing communique . . .

Counselors need information about those programs and practices which can produce results. **Communique** is our way of communicating with you about these and other developments while they are still new. We are, as we receive documents, condensing large reports and articles into useable and readable action statements—direct, precise, and personal. The ERIC/CAPS staff is utilizing all its resources for identifying and bringing to you information that is significant and relevant to the practitioner's needs. We hope **Communique** will have immediate utility for school counselors, so we have designed **Communique** to appear monthly during the school year. A conversation between us once a month is seldom enough, but by using our time together wisely it can be a meaningful, if brief, encounter.

This issue of **Communique** is the beginning of what we plan to be a growing system of counselor communication. You can influence the speed and the direction of its growth by sharing your reactions and your ideas with us.

. . . and the CAPS total information system . . .

The Counselor's Six-Pack

As CAPS enters its fifth year as a center for information retrieval and analysis, we are excited at the possibilities of moving into a concentrated program of publications. Building on our experiences, our new publications designs take us a step closer to our goal of establishing impactful linkages with the knowledge base in the ERIC system and increasing the probability of an increase in the application of knowledge.

Naturally, we're anxious to have you share the potential represented in our complete information system for counselors and personnel workers.

Many of you have known us in the past through our **CAPS Capsule**. Our fall issue of **Capsule** is off the presses. In its new, compact form, **Capsule** will continue to inform you about the activities of the ERIC/CAPS program, while reaching out to learn more about counselors' activities and needs.

Since we believe interaction is the only way to stimulate the sharing of knowledge, that has become the by-word for our magazine, **Impact**. **Impact** will stimulate through interviews, self-tests, or games, news from the counter culture, advance information on significant developments for counselors, and many other regular features. In return, we'll be soliciting information and inquiries from you through surveys and other methods. **Impact** will round out its synergistic information program with a series of workshops based on the major articles and investigations.

News for school counselors is the beat for our **Communique** staffers. There is no limit. Any item or topic about which there is excitement or potential for school counselors will be rounded up in these pages as **Communique** establishes its place as a vehicle for selective dissemination to our targeted audience.

Often counselors become aware of an area of research or a new programmatic approach, but lack the time and available information resources to thoroughly explore all of the current information in the new area. Three of the publications in the "Counselor's Six-Pack" are designed to bring the benefit of our position in the mainstream of counseling information to you.

Periodically, we'll be publishing **Personnel Services Reviews**. Each paper in this series will condense and synthesize ideas and resources pertaining to a high interest topic in practice, research, and current issues.

Twice each year, CAPS will bring together materials, resources, and analyses in the covers of **Access**. Based on the format of our comprehensive **Integrated Personnel Services Index** of the past and published jointly with the American Personnel and Guidance Association, **Access** will expand its features to provide you with a highly usable, immediate retrieval system for ideas and current materials.

Finally, each year will be rounded out with the development of a LITTLE ANNUAL. Somewhat like a consumers' review, the LITTLE ANNUAL will draw on our network of field representatives and our on-going relationships with counselors to identify the major concerns and questions confronting counselors. In addition to identification of the problem areas, it will elaborate on what research and experience show the counselor can do, indicate what outcomes can be expected from different approaches, and assist the counselor in the adoption of new approaches.

These are the elements in our information package for counselors. You will find that each element is a helpful information tool. Together, they become a powerful, comprehensive information system.

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Ordering information for these publications is provided on the form on page 3. To order **Access**, send payment with order to Subscriptions Manager, APGA, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. Subscription rates for **Access** are: General, $18.00 per year; APGA members, $15.00 per year; Single issue $9.50.

CAPS Capsule

Featuring:

- **Current Developments within the ERIC/CAPS Information Center**
- **Viewpoint—a futuristic column by the Director, Dr. Garry Walz, that analyses trends and identifies futuristic concerns of counselors.**
- **Feedback—report from counselors "on the firing line" relative to current issues, practices, and innovations.**
- **A knowledge quiz for counselors, the answers which can be located in the ERIC document base.**
- **RECAPS—impressionistic analysis of various conferences in which CAPS staff has been involved with implications as to import and future directions.**

Order your complimentary copy (three issues per year).

Caps Capsule

VOL. 5 NO. 1 ERIC Counseling and Personnel Services Information Center

The Counselor's Six-Pack

The counselor today is faced with a growing range of problems and concerns. Daily, he must grapple with old problems that have new twists or new concerns for which he has little information or previous experience on which to base his decisions. What he needs is a source of information and ideas to inform him of alternative courses of action and to provide assistance on how to implement them.

In response to this counselor need, the ERIC/CAPS Center has developed a *synergistic information system for counselors*. It provides an efficient, comprehensive, and rapid way of acquainting the counselor with a wide variety of new ideas and approaches that he can use with the problems and concerns that confront him.

The system is composed of six separate elements: *CAPS Capsule*, *Impact*, *Communique*, *Access*, the LITTLE ANNUAL, and special papers. Each element in the system can be used independently. But the real strength of the system is the availability of all six elements, so that the counselor is able to respond effectively to his day-to-day problems, as well as planning for tomorrow. Innovations, new ideas, exemplary programs, the reactions and experiences of practicing counselors, controversial and provocative ideas, and compilation of all the relevant information on topics and designs for action and development—this is the essence of the ERIC/CAPS synergistic information system.

Each of the elements is described below. You will find that each element is a helpful information tool and, together, they become a powerful total information system.

communique

Communique is a news sheet designed especially for school counselors. Because *Communique* is attempting to be current, perhaps even mildly futuristic, the format—like that of a daily newspaper—cannot be limited by topic. Any topic about which there is excitement or should be excitement on the part of practicing school counselors will be included.

The intent of *Communique* is to disseminate to school counselors those research findings, exemplary programs, and practices which will have utility for them. A second emphasis—though less important—will be to provide counselors with the insights and personal conceptualizations that colleagues have found helpful in understanding and dealing with specific problems. Thirdly, the practitioner's views of current societal issues will be explored and reported. Last of all, an attempt will be made to list and clearly describe valuable new materials available to school counselors.

Communique's uniqueness among publications aimed at school counselors will lie not only in the kinds of information presented but also in the way in which the information is presented. *Communique* will be direct, current, precise, personal and free from jargon.

(Prepublication price is $3.00 per year for nine issues)

impact

Impact—a new magazine to be published quarterly—is designed for counselors and student personnel workers in all settings. *Impact* will provide innovative, exciting, and challenging information to its public. Each issue will consist of one major theme article and three or four special interest articles. Self-tests or games will be included as regular features.

Regularly appearing departments—each dealing with specific areas or topics—will also be featured. These departments will keep *Impact* readers informed about such items as news from the counter-culture, advance information on significant developments for counselors, and detailed information on innovative and exemplary programs, practices and procedures.

It is also the intent of *Impact* to involve its subscribers as contributors and responders. To this end *Impact* will regularly solicit information and inquiries from subscribers in the form of surveys, ideas, and suggestions for future issues. It will announce and make available ERIC/CAPS topical searches and it will solicit ideas for future searches.

To be an *Impact* subscriber is to be *involved*, for the success of many of *Impact's* departments will depend on subscribers. In keeping with this idea of involvement, *Impact* will sponsor four workshops during the year, which will enlarge upon and supplement a major *Impact* article. Details will be announced in each issue of *Impact*.

The first issue will make its debut in October. If you are not already a subscriber, you should be. *Impact* is a new approach to providing counselors with the information and ideas they must have. If you don't want to miss Volume 1, Number 1 of a classic. . . .

(Prepublication price is $6.00 per year)

In the first issue . . .

CAREER GUIDANCE

- Eli Ginzberg
- Rate Your Program
- Practices to Adopt

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